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ABSTRACT

Designed to serve as a guide for teacher-coordinators, counselors, administrators, and the employing community, this handbook is a performance-oriented desk reference that provides a base for cooperative education program operations. Chapter 1 overviews cooperative education, contrasts cooperative training and work experience programs, and provides guidelines for establishing and operating cooperative programs. Chapter 2 identifies unique characteristics for various types of cooperative education programs: cooperative office education, distributive education/marketing, interdisciplinary cooperative education, vocational agriculture occupational training, and vocational cooperative home economics. Appendixes give occupational objective codes for various curriculum areas. Chapter 3 briefly discusses the teacher-coordinator role. A job description and specifications and chart of areas of responsibility are appended. Chapter 4 describes characteristics of training stations/sponsors and provides sample checklists. Coordination is the focus of chapter 5. Extensive appendixes include these sample materials: time lines, competency profile folder, application for enrollment, local program requirements, student data forms (training plans, job record, enrollment form), and coordination records. Chapter 6 discusses advisory committees, their composition, and techniques for use in meetings. Sample rosters and correspondence and example agendas are appended. (YLB)

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COOPERATIVE EDUCATION COORDINATOR'S HANDBOOK

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Oklahoma State Board of Vocational and Technical Education
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FOREWORD

We believe that the most effective way to improve cooperative education is through the development and implementation of sound procedures for establishing and operating programs. The *Cooperative Education Coordinator's Handbook* is designed to serve as a guide for teacher-coordinators, counselors, administrators, and the employing community. This handbook will serve as the base for cooperative education program operations.

Comprehensive high schools and various area vocational and technical schools involve their communities in the educational process by offering cooperative education programs. Numerous benefits to the school, the student-trainees, and the employing community are realized through these cooperative efforts to train our young people.

A cooperative approach broadens the scope of the learning experiences for student-trainees. Student-trainees reach their occupational objectives as the total cooperative education instructional program is carefully planned and supervised jointly by educators and the employing community. It is our belief that the following cooperative education programs will be improved by the use of this handbook: Cooperative Office Education, Distributive Education/Marketing, Interdisciplinary Cooperative Education, Vocational Cooperative Home Economics, and Vocational Agriculture Occupational Training.

Francis T. Tuttle, State Director
State Department of Vocational and
Technical Education

Victor Van Hook, Assistant State Director
Educational Services

PREFACE

Cooperative education is facing new challenges as the total educational community "tools up" for the next decade. As our economy continually changes, so must its educational training programs. New or improved methodologies must be used to reach and teach tomorrow's labor force.

The *Cooperative Education Coordinator's Handbook* (CECH) is a performance-oriented desk reference. It equips the teacher-coordinator with the facts, concepts, and skills necessary for the successful operation of a cooperative program. This handbook is designed to:

1. Assist coordinators in the organization and administration of a local program by clearly stating procedures approved by state supervisors of cooperative programs

2. Foster understanding, esprit de corps, and professional growth by familiarizing coordinators with other types of cooperative education programs and student organizations

3. Serve as a coordinator's survival kit by providing management tools for proper and successful accomplishment of tasks related to:

   a. Establishment and utilization of advisory committees, community resources, and parent-teacher conferences

   b. Identification, analysis, selection, and evaluation of training stations

   c. Student placement, training plan development, career/job counseling, motivation, evaluation, certification, and follow-up

   d. Compliance with federal and state wage and hour laws, labor laws, and social security requirements

   e. Establishment, utilization, and management of a classroom or shop resource center containing job-related independent instructional materials for each student enrolled in the program

   f. Coordination time management techniques

   g. Sponsoring student organizations

   h. Adult education and professional impovement

New teacher-coordinators will find that this handbook presents the "need to know" information in a logical order. Performance aides are given throughout the book. Charts, forms, and examples direct new teacher-coordinators through time-tested procedures.

The format (loose-leaf) of this handbook will assist teacher-coordinators and supervisory personnel in continually updating the material. Each person will want to tailor this organizational handbook to meet her or his specific needs. Special articles, student organization materials, and teaching/coordinating aides can be added as one deems appropriate.

Experienced teacher-coordinators will benefit from the ease of use that this "ready reference" provides. All items are identified by page number in the table of contents. Special materials, charts, and forms are contained in an appendix which follows each chapter. A short narrative presentation of a topic is given. This is followed by field-tested examples or aides. Some of the materials in this guide are new and original, while other parts of it were adapted from materials produced in other states for various cooperative education programs.

The *Cooperative Education Coordinator's Handbook* represents a stockpile of information and experiences. As new and experienced teacher-coordinators launch each year's group of student-trainees upon their educational adventure, it is hoped that each will remember:

A Bag of Tools

Isn't it strange
That princes and kings,
And clowns that caper
In sawdust rings,
And common people
Like you and me
Are builders for eternity?

Each is given a bag of tools,
A shapeless mass,
A book of rules;
And each must make--
Ere life is flown--
A stumbling block
Or a steppingstone.

--R. L. Sharpe

Tom Worley, Curriculum Specialist
Cooperative Education

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Tom Worley, Curriculum Specialist
Cooperative Education

I

PROGRAM GUIDELINES

OVERVIEW OF COOPERATIVE EDUCATION

This manual provides suggestions for administrators, counselors, teacher-coordinators, and the employing community. Cooperative education offers numerous benefits to the school, the student-trainees, and the employing community. Many school systems are involving the total community in the educational process through cooperative programs. **Cooperative education** is a method of instruction which requires alternating study in school with on-the-job training in an identified occupational career field. An occupational objective is the job the student is being trained to perform. The student-trainee receives group instruction and individual or independent study of specific job competencies in a classroom setting. The student also receives on-the-job training in an approved training station.

The student-trainee's total instructional program is carefully planned and supervised according to a training plan and a memorandum of training. The **training plan** is a form which lists the tasks or competencies required of the student-trainee for a particular job (page 51-V). The teacher-coordinator and the employer identify the competencies which will be developed in the classroom and/or training station. The **memorandum of training** states the rules, regulations, requirements, and/or responsibilities of the student, the parents or guardians, the training sponsor, and the teacher-coordinator. The form should be signed by all parties as evidence of their agreement to participate and cooperate in the training program (page 49-V).

The student-trainee, the parents or guardians, the teacher-coordinator, and the employer (training sponsor) work together in scheduling work periods at the training station. The **training sponsor** is the person who supervises the student-trainee on the job and works with the teacher-coordinator in the development and implementation of the training plan. The **training station** is the place at which student-trainees are employed and supervised by training sponsors according to the training plan.

Student-trainees may alternate their classroom instruction with their on-the-job training by spending one-half of each day at school and one-half day at work. They can alternate full days, full weeks, or other periods of time.

Each student-trainee must identify an area of training related to both a USOE and DOT classification. These codes are used to establish a better and more realistic linkage between labor market information and vocational education training information. In addition, student-trainees may have long-range career objectives indirectly related to their on-the-job training.

Coordination of the total cooperative education instructional program is performed by a teacher-coordinator. The teacher-coordinator must be able to (1) create and manage a classroom learning environment; (2) work effectively with parents, other teachers, administrators, training supervisors, union leaders, professional organizations and/or boards, and managers or owners of businesses; (3) perform appropriately outside of the classroom in practical work experience related to their area of instruction; and (4) develop student-trainees who exhibit employable skills.

Coordination includes all out-of classroom endeavors by the teacher-coordinator to systematically train and/or develop student-trainees, training stations, training sponsors, and the image of the local cooperative education program. These responsibilities are **in addition to** activities ordinarily performed by other classroom teachers and are usually accomplished **beyond the confines** of school property.

Another integral part of the cooperative education program is the vocational student organization. Various vocational student organizations have a planned program of activities organized and conducted by students to develop leadership skills. The teacher-coordinator serves as the adivisor.

DECA	-	(Distributive Education Clubs of America) for students in distributive education/marketing
FBLA	-	(Future Business Leaders of America) for students in business and office education
FFA	-	(Future Farmers of America) for students in vocational agriculture education
FHA-HERO	-	(Future Homemakers of America-Home Economics Related Occupations) for students in home economics education
HOSA	-	(Health Occupations Students of America) for students in health occupations education
VICA	-	(Vocational Industrial Clubs of America) for students in trade, industrial, and health occupations education

DISTINCTION BETWEEN COOPERATIVE TRAINING AND WORK EXPERIENCE PROGRAMS

The following distinguishing characteristics make it possible to compare the two types of programs.

The Student

In the **cooperative training program** student-trainees:

1. Are hired as learning workers.
2. Learn also the "why-it-is-done" aspects of the work.
3. Engage in classroom activities which are integrated with on-the-job experience.
4. Follow a planned rotation schedule during the length of the program.
5. Receive the benefits of a job analysis.
6. Are matched to the jobs by an occupationally experienced coordinator.
7. Receive the immediate attention of the coordinator in matters pertaining to personal development and social adjustment.
8. Are given an insight into their needs and apptitudes for taking additional or specialized training.
9. Are encouraged to remain in school and increase their vocational competency.
10. Will work in an establishment which is continuously approved by the coordinator.
11. Follow a reduced schedule of school activities and a supervised job schedule which are not permitted to have an adverse effect on them.

In the **work-experience program** students:

1. Are hired as producing workers.
2. Learn only the "how-to-do-it" aspects of the job.
3. Are not always able to understand the relationship of the work experience to the classroom activities.
4. Do not always rotate from job to job within the organization.
5. Do not receive the benefits of a job analysis.
6. May or may not be suited to the occupation.
7. Receive little assistance in matters of personal development and social adjustment.
8. Receive little information or inspiration to take additional or specialized training.
9. Are tempted to drop out of school to accept a full-time position.
10. May work under conditions which may deteriorate.
11. May attempt to maintain school schedule and a work schedule which are injurious to health.

Adapted with permission from *Cooperative Vocational Education Handbook,* State of New Mexico, State Department of Education.

The Parent or Guardian

In the **cooperative training program** the parent or guardian:

1. Knows that the school has not relinquished responsibility for the student-trainee.
2. Knows that the on-the-job experiences and the classroom activities complement and strengthen each other.
3. Knows that the student-trainee receives the benefit of good guidance before being placed on the job.
4. Knows that the student-trainee is not being exploited.
5. Knows that the student-trainee receives the maximum of prestige from an approved credit-carrying course of study.

In the **work-experience program** the parent or guardian:

1. Is not sure where the responsibility of the school begins or ends.
2. Is not sure of the relationship between the job experiences and the classroom activities.
3. Is not sure that the student knows what he or she got involved in.
4. Is not sure when the student's working hours begin or end.
5. Does not know what prestige the job has in terms of acceptance of the student by his or her peers.

The School

The school which operates a **cooperative training program**:

1. By means of the job analysis (training plan) is able to integrate the classroom activities of each student-trainee with her or his on-the-job experience.
2. Is prepared, when the need arises, to assist the student-trainee in making necessary social adjustments.
3. Gains an opportunity to develop an interest in post-graduate and adult education.
4. Prevents the rise of adverse publicity through frequent visits by the coordinator.

The school which operates a **work-experience program**:

1. Has little or no opportunity to integrate classroom activities with the work experience of the student.
2. Has no opportunity to assist the student in matters of social adjustment.
3. Loses an opportunity to maintain the contacts with the student which are so important for later adult education.
4. Is comparatively helpless in relation to adverse publicity in connection with this type of program.

Adapted with permission from *Cooperative Vocational Education Handbook*, State of New Mexico, State Department of Education.

The School
(continued)

The school which operates a **cooperative training program**:

5. Gives credit for supervised, on-the-job training.
6. Has the advantage of the services of an advisory committee.
7. Extends its facilities and instructors into the business community.
8. Improves the public image of the school.

The school which operates a **work-experience program**:

5. Ordinarily does not give credit for unsupervised work experience.

The Employer

The employer who participates in a **cooperative training program**:

1. Obtains an oriented student-trainee who wants to learn.
2. Receives the assistance of the school and the teacher-coordinator in training the student-trainee.
3. Participates in the development of a **training plan** which results in better training of the student-trainee.
4. Receives the advantage of learning about new training techniques from the teacher-coordinator.
5. Confers with teacher-coordinator and evaluates the student-trainee's work and behavior.
6. Receives the benefit of guidance and testing techniques which bring to light the abilities of the student-trainee.
7. Has a continuous relationship with the school through an organized program.

The employer who participates in a **work-experience program**:

1. Obtains a raw recruit who wants to earn money.
2. Must train the worker.
3. Does not feel obligated to train the student.
4. Is deprived of the benefit of new training methods.
5. Can hire or fire the student at will.
6. Is not always able to judge the capabilities of the student.
7. Does not always have a continuous relationship with the school after the job is filled.

Adapted with permission from *Cooperative Vocational Education Handbook*, State of New Mexico, State Department of Education.

GUIDELINES FOR ESTABLISHING COOPERATIVE PROGRAMS

Local school officials must first determine if a cooperative training program is needed in the area. **Planning** begins with preliminary surveys of students, parents, school board members, guidance personnel, faculty of the school system, and leaders of the employing community. Once it has been determined that a cooperative education program will fit into the total school program, a steering committee should be established for program development. As soon as the local school officials have identified a need for establishing a local cooperative education program, the State Department of Vocational and Technical Education should be contacted. The policies and procedures are outlined by the State Department of Vocational and Technical Education according to the *State Plan*. The following **minimum standards** (page 13-I) will be explained by the state supervisor of various program areas:

- Instruction, Planning, and Organization
- Qualified Instructional Personnel
- Student Placement and Follow-Up
- Student Enrollment
- Equipment and Instructional Supplies
- Physical Facilities
- Program Advisory Committee
- Student Organization
- Coordination Activities
- Educational Equity Standards

After program approval by the State Department of Vocational and Technical Education, **qualified instructional personnel** (a certified teacher-coordinator) should be hired.

Cooperative education is an instructional method designed to prepare trainees for specific occupations or clusters. It is a systematic training program requiring a teacher to **coordinate supervised, concurrent** on-the-job training with **correlated** classroom group and individualized study according to a **multi-step training plan.** (All the essential elements of a cooperative education program are indicated by the bold-faced words.) These elements distinguish cooperative education from work-experience programs.

Local school administrators will schedule classroom instruction and other teaching duties to allow teacher-coordinators time for coordination. Once these minimum standards for establishing a cooperative education program have been satisfied, the program can become operational. Teacher-coordinators are usually held responsible for maintaining the minimum standards for operation of cooperative education programs.

It is recommended that a **minimum rate of 30 minutes per student-trainee per week** be scheduled for coordination. It is recommended that teacher-coordinators be given at least two hours during the school day for coordination, in addition to the planning period allowed other teachers.

Cooperative Education Quarterly reported that coordinators perform 210 widely varying tasks which require 45 hours per week. Since these tasks are in addition to other teaching responsibilities, it is important for school administrators to recognize these duties. They include, but are not limited to the following: securing training stations; preparing and placing student-trainees on jobs; completing memorandums of training with parents, employers, and student-trainees; insuring compliance with federal and state employment laws; planning and organizing individual occupation-related study materials; maintaining public relations and communication with business leaders; and maintaining proper records of job placement and follow-up.

GUIDELINES FOR OPERATION

Teacher-coordinators are required by the State Department of Vocational and Technical Education to maintain and use a program advisory committee. The advisory committee assists in designing and updating classroom instructional programs, on-the-job training plans, student organization's program of work, and other aspects of the total cooperative education program.

Every teacher-coordinator shall maintain a current vocational teaching certificate. Specific requirements are available by contacting the State Department of Vocational and Technical Education. With the approval of the ICE state supervisor, interdisciplinary cooperative education teacher-coordinators can be certified through any of the discipline areas.

Cooperative education teacher-coordinators are recommended for secondary vocational education teaching certification in one of the following six discipline areas: vocational agriculture education, vocational business and office education, distributive education/marketing, health occupations education, vocational home economics education, and trade and industrial education.

There are four general prerequisites to certification: (1) complete professional course work in cooperative teaching methodology, (2) complete appropriate technical or special course work in specific program area, (3) acquire work experience in business and/or industry related to one specific program area, and (4) be approved by the state supervisor of the specific program division.

Teacher-coordinators must be sure that on-the-job training and classroom instruction are **alternated throughout** the training program. This involves locating appropriate training stations for trainees. These training stations must provide **training**, not just work experience, for a minimum average of 10 hours per week for 30 weeks.

Student-trainees shall be **placed** at training stations on the basis of their occupational objectives. Additional training stations may have to be identified to insure proper training, health, and safety of the student-trainees. The student-trainee's occupational career objective must be the primary determining factor in all job placement and follow-up activities.

Appropriate job orientation and training should precede student-trainee placement. A "Memorandum of Training" shall be completed and maintained on file. This form must be understood and signed by the training station sponsor, the parents or guardians of the student-trainee, the student-trainee, and the teacher-coordinator. "Training Plans" for each student-trainee shall be cooperatively developed, and the total operations and procedures of the program must be explained to all groups involved.

Since all students must be legally employed in a job related to their occupational objective, various employment forms shall be completed and maintained on file by the teacher-coordinator and others. Periodic on-site visits (at least **once per grading period**) must be made with each training station sponsor. This will insure compliance with all legal requirements of student-trainee employment and will help the teacher-coordinator to better plan and direct each student-trainee's occupational-related individual study program. A written student-trainee evaluation shall be completed by the training sponsor every grading period for each student-trainee.

Teacher-coordinators will use the core curriculum developed for their program area. This will help the teachers to plan their student's classroom group instruction. Teacher-coordinators will be better prepared to meet the special needs of the student-trainees by maintaining current study guides for specific jobs or training stations.

Every school system encourages professional development of its staff to insure the continued operation of a quality cooperative education program. The State Department of Vocational and Technical Education sponsors professional improvement meetings, seminars, and workshops. Teacher-coordinators are encouraged to participate in the evaluation of similar programs in other school districts. State leadership activities are planned for vocational student organizations, and professional teacher organizations are supported.

APPENDIX

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

SUPERVISOR VISITATION REPORT

SCHOOL _____ INSTRUCTOR _____ DATE _____

PROGRAM _____ SUPERVISOR _____

	NO 1	YES 2	EXEMPLARY 3
1. Instruction, Planning, and Organization			
• The instructional program is properly planned, organized and is being implemented in a sequential manner			
• Learning activities are organized to effect an overall well balanced program			
• State curriculum materials or appropriate substitutes are being utilized			
• Adult education activities (if applicable) are satisfactory			
2. Qualified Instructional Personnel			
• The instructor takes active measures to ensure professional growth			
3. Student Placement and Follow-Up (occupational programs only)			
• Efforts are made to assist program completers in job placement			
• Follow-up records are maintained on program completers			
4. Student Enrollment			
• Enrollment limits are maintained within state guidelines			
• An equal access policy toward student enrollment is being observed			
5. Equipment and Instructional Supplies			
• Equipment and instructional supplies are sufficient in quality and quantity to meet the needs of the program			
• Safety precautions and practices are satisfactory			
6. Physical Facilities			
• Adequate space is provided			
• Proper heat, light and ventilation are provided			
• Facility meets the needs of special students (co-educational, handicapped, etc, if applicable)			
7. Program Advisory Committee			
• Efforts are made to encourage community involvement			
• A formally organized program advisory committee has been formed and is functioning			
• A listing of advisory committee members and minutes of meetings are maintained on file			
8. Student Organization			
• All students enrolled in the program are afforded the opportunity to participate in leadership development activities			
• All students are afforded the opportunity to become a member of an appropriate student organization			
• Student organization activities are directly related to course of study			
9. Coordination Activities (cooperative programs only)			
• A memorandum of training (involving an individual training plan) is completed for each student and is properly signed and maintained on file			
• Employment certificates are maintained on file for each student below the age of 18			
• A minimum of one coordination visit per training station is conducted each grading period			

COMMENTS (address all items checked 1 or 3)

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II

PROGRAM CHARACTERISTICS

The United States Office of Education (USOE) has divided curriculum into seven major vocational-technical areas. Teacher-coordinators of cooperative programs train students for jobs according to the USOE codes assigned to the jobs. In the appendix to this chapter (page 13-II) USOE codes are given for each program.

Jobs also are identified or classified by various labor department agencies or employment services according to numbers listed in the *Dictionary of Occupational Titles* (DOT). Therefore, teacher-coordinators and their student-trainees work with both the USOE codes and the DOT codes.

Cooperative education programs offer many advantages in preparing young people for employment. On-the-job **training** is correlated and coordinated with classroom instruction to develop the knowledge, skills, and attitudes appropriate for entering and succeeding in the world of work.

The correlation and coordination of a cooperative program's curricula have created unique characteristics for various types of cooperative education programs. This chapter is devoted to identifying some of these unique characteristics.

COOPERATIVE OFFICE EDUCATION (COE)

Cooperative Office Education is a program designed to train students at the twelfth-grade level to develop further their skills in training for business and office occupations. In this type of program, two hours of classroom instruction would be followed by on-the-job training through part-time employment in a local office in a business or industry. A maximum of three units of credit for the program is authorized. One unit of credit is earned for each period of classroom study at school. One additional unit of credit is earned for qualified on-the-job training.

Additional unique characteristics or requirements include:

1. Meet minimum standards for establishment and operation of cooperative education programs
2. Provide an instructional program designed to develop employability skills for business and office occupations
3. Sponsor Future Business Leaders of America (FBLA) student organization as integral part of the instructional program
4. Grant one unit of credit for each hour of classroom study at school and one additional unit of credit for qualified on-the-job training
5. Use course of study recommended by the State Department of Vocational and Technical Education
6. Provide approximately 50 square feet of floor space per student
7. Enroll a maximum of twenty-five students per program
8. Limit the teacher-coordinator to teaching a maximum of two pre-vocational classes in addition to the COE group

Cooperative Office Education (COE) student-trainees are selected for participation in the program on the basis of their occupational (career) objective. In addition, student-trainees shall meet the following requirements:

1. Be seniors having a business and office occupational objective
2. Shall have completed at least one other business course in addition to beginning typewriting
3. Secure their parent's or guardian's approval to enroll
4. Have at least average grades and clerical aptitude
5. Sign a **memorandum of training** agreeing to a specific code of conduct
6. Follow an approved, functioning, organized **training plan**

DISTRIBUTIVE EDUCATION/MARKETING (DE/M)

Distributive Education/Marketing is designed to meet the needs of persons who have entered, or are preparing to enter, the field of marketing and distribution. The program also is designed to serve student-trainees preparing for any related occupation involving skills in business operations and management.

Distributive Education/Marketing (DE/M general or specialized) may be operated as a cooperative program for juniors and/or seniors in high school. One unit of credit is earned for in-school classwork and an additional unit of credit is earned for on-the-job training. Specialized classes in distributive education/marketing include programs such as marketing/merchandising, fashion merchandising, and finance and credit.

Business management/ownership is a course for seniors who have completed at least one year in a Distributive Education/Marketing program. This cooperative program includes at least one hour of classroom instruction at school plus an average of 10 hours of on-the-job training per week in an approved training station.

In addition to meeting the minimum standards for the establishment and operation of cooperative programs, the following operational rules apply:

1. Enroll a maximum of 43 students per teacher-coordinator

2. Use the course of study recommended by the State Department of Vocational and Technical Education

3. Allow a minimum of 25 square feet of floor space per student in the DE/Marketing classroom (not including space for an office, for display equipment, and for storage of audio-visual equipment located permanently in the classroom area)

4. Limit teacher-coordinator's schedule to a maximum of four class periods of teaching per day

5. Sponsor Distributive Education Clubs of America (DECA) vocational student organization as an integral part of the total instructional program

6. Maintain a file of signed **memorandum of training** forms (one for each student-trainee)

7. Provide an approved, functioning, organized **training plan** for each student-trainee

INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)

ICE (combination) programs resulted from the merger of the ICT (industrial cooperative training) of Trade and Industrial Education and CVE (cooperative vocational education) of the Special Programs Division. ICE is designed for students training for careers in agriculture, business and office, distributive education/marketing, health occupations, home economics related occupations, and trade and industrial occupations. The only occupational career objective limitation of the ICE program would be the type and number of training stations (employers) available in the community.

ICE provides a program of vocational education for young people through a cooperative arrangement between schools and employers. Student-trainees may receive one unit of credit for each period of classroom study at school. One additional unit of credit is earned for qualified on-the-job training. Individual study guides and materials are used to develop specific competencies related to each student trainee's career objective.

In addition to meeting the minimum standards for establishing and operating cooperative programs, the following operational rules apply:

1. Enroll a maximum of 43 cooperative students per teacher-coordinator
2. Use the course of study recommended by the State Department of Vocational and Technical Education
3. Limit teacher-coordinator's schedule to a maximum of four class periods of teaching per day
4. Sponsor a vocational student organization as an integral part of the total instructional program
5. Maintain a file of signed **memorandum of training** forms (one for each student-trainee)
6. Provide an approved, functioning, organized **training plan** for each student-trainee

VOCATIONAL AGRICULTURE OCCUPATIONAL TRAINING (VAOT)

This program is designed to provide instruction which will assist those preparing for off-the-farm agriculturally-related jobs. VAOT student-trainees may be employed in specialized on-the-farm jobs which require technical skills that must be developed by the teacher-coordinator and the farm or ranch manager. Student-trainees should not be placed on the home farm.

VAOT programs must meet the minimum standards for establishing and operating cooperative education programs. Classroom instruction will be taught by a vocational agriculture teacher who is employed on a 12-month contract. Each teacher-coordinator is limited to a total of four classes and must have at least two supervision/coordination periods each day.

VAOT program enrollment is limited to a maximum of 60 students per teacher-coordinator. This number includes students enrolled in regular vocational agriculture classes which might be taught by the teacher-coordinator. VAOT I is available to juniors or seniors. VOAT II is limited to seniors. One unit of credit is earned for classroom study, and one unit is earned for on-the-job training.

VOCATIONAL COOPERATIVE HOME ECONOMICS (VCHE)

Vocational Cooperative Home Economics provides an instructional program of two or three units of credit designed to develop employability skills and personal traits and to give an orientation to employment in home economics related occupations and careers. One unit of credit is earned for each period of classroom study at school. One additional unit of credit is earned for qualified on-the-job training.

Specialized home economics occupational education programs include, but are not limited to, the following areas: child care, fashion design and clothing production, commercial foods, home furnishings, home management, industrial services, and hospitality careers. Sometimes a combination of the above subject areas will be taught by group instruction, and student-trainees will be placed at training stations related to various fields of study.

In addition to meeting the minimum standards for establishing and operating cooperative education programs, VCHE programs use the appropriate core curriculum for group instruction. Individual study materials are used to develop specific competencies relating to each student-trainee's career objective. The teacher-coordinator sponsors an FHA/HERO vocational student organization.

APPENDIX

BUSINESS AND OFFICE EDUCATION
OCCUPATIONAL OBJECTIVE CODES
VO-TECH STUDENT ACCOUNTING SYSTEM

				PROGRAM NAME
14.0101	Accounting	14.0501	Planning & Production Clerk	Office Assistant
14.0102	Bookkeeping	14.0502	Quality Control Clerk	
14.0103	Cashier	14.0503	Shipping and Receiving Clerk	Office Assistant (Cooperative)
14.0104	Mach Oper: Billing, Bookkeeping & Computing	14.0504	Stock & inventory Clerk	
		14.0505	Traffic, Rate, and Transportation Clerk	Secretarial Training
14.0105	Tellers			
14.0199	Acct & Computing, Other	14.0599	Materials Support, Other	Secretarial Training (Cooperative)
14.0201	Computer & Console Oper.	14.0600	Personnel, Training, and Related Occ.	Management
14.0202	Peripheral, Keypunch or Coding Machine Oper.	14.0701	Executive Secretary/Admin. Asst.	Management (Cooperative)
14.0203	Programmers			
14.0204	Systems Analysts	14.0702	Secretary	
14.0299	Bus. Data Proc., Other	14.0703	Stenographer	Data Processing
14.0301	Duplicating Mach Oper.	14.0799	Steno., Sec., Other	
14.0302	File Clerk	14.0802	Budget Mgt. Analysts	Data Processing (Cooperative)
14.0303	General Office Clerk	14.0803	Clerical and Office Supervisors/Mgrs.	Graphics
14.0399	General Office, Other			
14.0401	Communication Systems Clerks and Operators	14.0899	Supervisory & Admin. Mgt., Other	Graphics (Cooperative)
14.0402	Correspondence Clerks	14.0901	Clerk-Typist	
14.0403	Mail and Postal Clerks	14.0902	Typing and Related Occ., Other	Bookkeeping and Accounting
14.0404	Mail Preparing/Handling Machine Operators			Bookkeeping and Accounting (Cooperative)
14.0405	Office Messengers			
14.0406	Receptionist & Inform. Clerks			Banking/Savings and Loan
14.0499	Information, Communication, Other			Banking/Savings and Loan (Cooperative)

(NOTE: The USOE codes should be entered in the Occupational Objective Code column on the Program Enrollment Form. See page 57-V in Chapter Five.)

DISTRIBUTIVE EDUCATION/MARKETING
OCCUPATIONAL OBJECTIVE CODES
VO-TECH STUDENT ACCOUNTING SYSTEM

		PROGRAM NAME
04.0100	Advertising Services	Distributive Education/Marketing (General or Specialized)
04.0200	Apparel and Accessories	
04.0300	Automotive	
04.0400	Finance and Credit	Business Management/Ownership
4.0500	Floristry	
04.0600	Food Distribution	
04.0700	Food Services	
04.0800	General Merchandise	
04.0900	Hdw., Bldg. Mat., Farm and Garden Supplies and Equipment	
04.1000	Home Furnishings	
04.1100	Hotel and Lodging	
04.1200	Industrial Marketing	
04.1300	Insurance	
04.1400	International Trade	
04.1500	Personal Services	
04.1600	Petroleum	
04.1700	Real Estate	
04.1800	Recreation and Tourism	
04.1900	Transportation	
04.2000	Retail Trade, Other	
04.3100	Wholesale Trade, Other	
04.9900	DE, Other	
04.9901	Mid Management	

(NOTE: The USOE codes should be entered in the Occupational Objective Code column on the Program Enrollment Form. See page 57-V in Chapter Five.)

HEALTH OCCUPATIONS EDUCATION
OCCUPATIONAL OBJECTIVE CODES
VO-TECH STUDENT ACCOUNTING SYSTEM

		PROGRAM NAME
07.0101	Dental Office Assistant	Dental Office Assistant
07.0102	Dental Hygienist (Assoc.)	
07.0103	Dental Lab Technology	Health Services Careers
07.0203	Medical Lab Technology	
07.0204	Medical Lab Aide	Dental Lab Assistant
07.0210	Medical Record Technician	
07.0301	Nurse, Associate Degree	Medical Office Assistant
07.0302	Practical (Voc.) Nurse	
07.0303	Nurses' Assistant (Aide) (Orderly)	Operating Room Technician
07.0305	Surgical Technician	
07.0401	Occupational Therapy Asst.	Practical Nurse
07.0402	Physical Therapy Asst.	
07.0501	Radiologic Technology	Nurse Assistant
07.0721	Environmental Health Technician	
07.0722	Pollution Control Technician	
07.0815	Community Mental Health	
07.0903	Inhalation Therapy Tech.	
07.0904	Medical Office Assistant	
07.0906	Health Aide	
07.0907	Medical Emergency Technician	
07.0909	Funeral Service	
07.0910	Orthopedic Assistant	
07.0912	Health Care Supervision	
07.0914	Medical Assistant (Tech.)	
07.9900	Health, Other	
07.9902	Ward Clerk	
07.9911	Dietary Technologist	
07.9921	Biomedical Electronic Technician	
07.9922	Medical Instrumentation Technician	
07.9924	Operating Room Tech.	

(NOTE: The USOE codes should be entered in the Occupational Objective Code column on the Program Enrollment Form. See page 57-V in Chapter Five.)

HOME ECONOMICS EDUCATION
OCCUPATIONAL OBJECTIVE CODES
VO-TECH STUDENT ACCOUNTING SYSTEM

CONSUMER AND HOMEMAKING		PROGRAM NAME	PROGRAM COMPONENT
09.0100	Comprehensive Homemaking	Home Ec (1 hour per day only)	Home Ec I, II, III or IV
09.0102	Child Development		Family Living
09.0103	Clothing and Textiles		Work Orientation
09.0104	Consumer Education		Clothing Production & Mgmt.
09.0106	Family Relations		Home Furnishings
09.0107	Food and Nutrition		Home Ec Related Occupations
09.0108	Home Management		Child Care
09.0109	Housing and Home Furnishings		Home Ec (Cooperative)
09.0111	Family Living		Food Mgmt. (Cooperative)
09.0112	Work Orientation		Home Ec Related Occ. (Cooperative)
09.0199	Other	Cloth. Production & Mgmt.	Child Care (Cooperative)
	OCCUPATIONAL PREPARATION	Food Mgmt.	
09.0201	Care and Guidance of Children	Occ. Serv. (Domestic)	
09.0202	Clothing Mgt., Prod. and Services		
09.0203	Food Mgt., Prod., and Services	Home Furnishings	
09.0204	Home Furnishing, Equip., and Serv.		
09.0205	Inst. and Home Mgt. Services	Vocational Cooperative Home Economics	
09.0298	Home Health Aide		
09.0299	Occupational Training, Other	Child Care	
		Inst. Home Services	
		Home Ec (Cooperative)	
		Food Mgmt. (Cooperative)	
		Child Care (Cooperative)	

(NOTE: The USOE codes should be entered in the Occupational Objective Code column on the Program Enrollment Form. See page 57-V in Chapter Five.)

HOME ECONOMICS OCCUPATIONAL TRAINING AREAS

OCCUPATIONAL AREA	JOB TITLE	EMPLOYMENT OPPORTUNITY*
Child Care	Preschool education aide Day-care aide Foster home aide Recreational aide Head Start aide Family day-care attendant Teacher aide	Day-care centers Nursery schools Private homes Orphanages Hospitals (children's wards) Foster homes
Clothing	Seamstress (dressmaker) Alterationist Sewing machine operator Fabric and pattern sales assistant Accessory maker	Private homes Department stores Specialty shops Fabric shops Laundry and dry cleaners Self-employed
Food	Assistant cook Salad maker Counter server Waitress/Waiter	Restaurants and cafeterias (party, counter, tray) Hospitals Short-order establishments
	Cafeteria worker Hostess Dish machine operator Bakery aide Tray server Caterer Food demonstrator Short order cook	Catering establishments Delicatessens Bakeries and bake shops Grocery stores Specialty shops
Health and Management	Health aide Housekeeping aide Management aide Companion aide Homemaker's assistant	Hospitals, clinics, nursing and rest homes Private homes Motels and hotels Homes for the elderly
Home Furnishings	Seamstress (custom furnishings) Furniture refinisher Repairer Furniture re-upholsterer Interior designer's aide Paint/wallpaper aide Drapery/upholstery workroom aide Sales assistant in home furnishings Floral design aide	Refinishing shops Self-employed Department stores Specialty shops Interior decorating shops Hobby shops Floral shops

*Different communities will have varying types of employment opportunities available.

TRADE AND INDUSTRIAL EDUCATION
OCCUPATIONAL OBJECTIVE CODES
VO-TECH STUDENT ACCOUNTING SYSTEM

17.0100	Air Conditioning
17.0201	Appliance Repair
17.0301	Auto Body
17.0302	Auto Mechanics
17.0399	Auto Parts, Service Station
17.0401	Aircraft Mechanics
17.0404	Air Frame
17.0405	Power Plant
17.0500	Blueprint Reading
17.0600	Business Machine Repair
17.0700	Commercial Art
17.0900	Photographer
17.1001	Carpentry
17.1002	Electricity
17.1003	Heavy Equipment Operator
17.1004	Masonry
17.1007	Plumbing and Pipefitting
17.1099	Other Constructional and Maintenance Trades
17.1100	Custodial Services
17.1200	Diesel Mechanics
17.1300	Drafting
17.1400	Electrician and Related
17.1401	Industrial Electrician
17.1402	Electric Line Worker
17.1502	Electronics
17.1503	Radio and TV Repair
17.1600	Laundry and Dry Cleaning
17.1700	Foremanship, Supervision, and Management Development
17.1902	Printing
17.2100	Instructional Maintenance and Repair
17.2301	Foundry
17.2302	Machinist
17.2305	Sheet Metal
17.2306	Welder
17.2400	Metallurgy Occupations
17.2601	Barber
17.2602	Cosmetology
17.2700	Plastics Occupations
17.2801	Firefighter Training
17.2802	Law Enforcement Training
17.2899	Water & Sewage Treatment
17.2900	Other Quality Food Occupations
17.2901	Baker
17.2902	Cook/Chef
17.2903	Butcher
17.2904	Waiter-Waitress
17.3000	Refrigeration
17.3100	Small Engine Repair
17.3200	Stationary Energy Sources Occupations
17.3300	Textile Production and Fabrication
17.3302	Tailoring
17.3400	Leather Working
17.3500	Upholstery
17.3600	Woodworking
17.3601	Cabinetmaking
17.9900	Other Trade & Industry Occupations
17.9901	Truck Driver
17.9902	Farm Equipment Repair
17.9903	Hydraulics
17.9904	Indian Arts & Crafts
17.9905	Auto, Truck Tire Production
17.9906	Electromechanical
17.9907	Industrial Chem.
17.9909	Horticulture

(NOTE: The USOE codes should be entered in the Occupational Objective Code column on the Program Enrollment Form. See page 57-V in Chapter Five.)

VOCATIONAL AGRICULTURE EDUCATION
OCCUPATIONAL OBJECTIVE CODES
VO-TECH STUDENT ACCOUNTING SYSTEM

		PROGRAM NAME	PROGRAM COMPONENT
01.0101	Animal Science	Agriculture	Vo Ag I, II, III or IV
01.0102	Plant Science		
01.0104	Farm Business Management		Ag Mechanics
01.0199	Agricultural Production, Other		Forestry
01.0201	Agricultural Chemicals		Horticulture
01.0202	Feeds		VAOT
01.0203	Seeds	Ag Mechanics	None
01.0204	Fertilizers		
01.0299	Agriculture Supplies/ Services, Other	Ag Business	
01.0301	Agriculture Power & Machinery	Farm Business Mgmt	None
01.0311	Ag Welding		
01.0312	Ag Small Eng. Repr.	Horticulture	None
01.0303	Soil Management		
01.0304	Water Management	VAOT	None
01.0306	Agriculture Construction and Maintenance		
01.0307	Agriculture Electrification		
01.0399	Agriculture Mechanics, Other		
01.0401	Food Products		
01.0402	Nonfood Products		
01.0501	Aboriculture		
01.0502	Floriculture		
01.0503	Greenhouse Operation and Management		
01.0504	Landscaping		
01.0505	Nursery Operation and Management		
01.0506	Turf Management		
01.0599	Ornamental Horticulture, Other		
01.0601	Forests		
01.602	Recreation		
01.0603	Soil		
01.0604	Wildlife (Including Game Farms and Hunting)		
01.0605	Water		
01.0606	Air		
01.0607	Fish (Including Farm and Hatcheries		
01.0608	Range		
01.0699	Other Agriculture Resources		
01.0703	Logging (Harvesting and Transportation)		
01.0704	Wood Utilization		
01.0799	Forestry, Other		

(NOTE: The USOE codes should be entered in the Occupational Objective Code column on the Program Enrollment Form. See page 57-V in Chapter Five.)

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III

TEACHER-COORDINATOR

TEACHER-COORDINATOR'S ROLE

Experience and statistics indicate that most businesses succeed or fail on the basis of personnel. Likewise, the teacher-coordinator is vital to the successful operation of a cooperative education program. The organizational chart on page 5-III places the teacher-coordinator in a direct line relationship to the local school administration.

In addition to being directly and primarily responsible to the local school administrator, the **cooperative** teacher-coordinator will be working with advisory committees, parents or guardians, employers (training sponsors), student-trainees, counselors, other teachers, and the general public. Employability skills will be developed in student-trainees and positive community (public) relations will be the results of the effective **coordination** of the local program.

The teacher-coordinator is the manager of the local program. This requires the teacher-coordinator to plan, organize, initiate, operate, coordinate, maintain, evaluate, and modify local cooperative education program activities so that skills for employment are developed in student-trainees having various occupational career objectives.

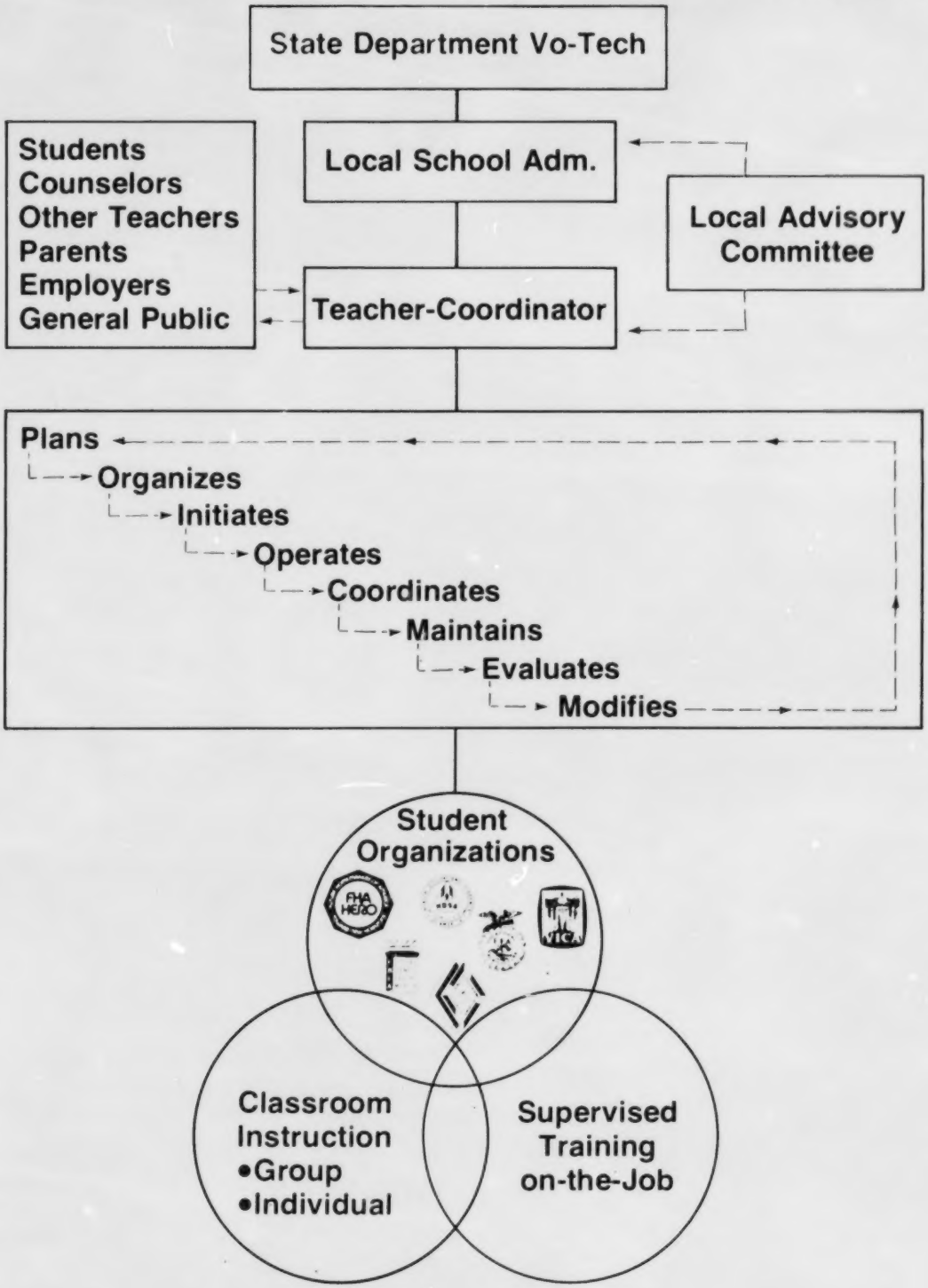
The primary goal or objective is to provide appropriate training for the world of work which will produce competent individuals who can succeed in society. This will be accomplished through (1) proper resource management; (2) occupational related group and individual instructional program; (3) coordinated on-the-job training and counseling; (4) active vocational student organization; and (5) positive community relations program.

More specifically, the teacher-coordinator will be required to perform all the functions listed in paragraph three above as they apply to the various areas of responsibility numbered in the above paragraph. The specific duties relate to the local school administration's directives and involve cooperating with and assisting other faculty members in usual public secondary school operational tasks; informing and using various public groups; teaching and supervising students in the classroom and on the job; maintaining parental cooperation; coordinating the student's development according to a training plan jointly prepared by the training sponsor and the teacher-coordinator; and serving as the advisor for the appropriate vocational student organization.

The teacher-coordinator's job functions are performed in relation to the major areas of responsibility. The dynamics of a local cooperative vocational and technical education program results in **interlocking** components of various degrees of importance and structure. The emphasis is upon on-the-job **supervised training, group/individualized study,** and **vocational student organizations.** These components are shown on the organizational charts and forms found in the appendix.

APPENDIX

FUNCTIONAL ORGANIZATION CHART FOR COOPERATIVE TEACHER-COORDINATOR



JOB DESCRIPTION AND SPECIFICATIONS

TEACHER-COORDINATOR

FUNCTIONS OF JOB:

Plan, organize, initiate, operate, coordinate, maintain, evaluate, and modify local cooperative education program so that skills for employment are developed in student-trainees having various occupational career objectives.

AREAS OF RESPONSIBILITY:

Provide appropriate training for world of work which will produce competent individuals who can succeed in society. This will be accomplished through (1) proper resource management; (2) occupational related group and individual instructional program; (3) coordinated on-the-job training and counseling; (4) active vocational student organization; and (5) positive public relations program.

SPECIFIC DUTIES:

Perform all functions listed above as they apply to the various areas of responsibility. The teacher-coordinator's duties relate specifically to the local school administration's directives and involve cooperating with and assisting other faculty members in usual public secondary school operational tasks; informing and using various public groups; teaching and supervising students in the classroom and on the job; maintaining parental cooperation; and coordinating the student's development according to a training plan jointly prepared by the training sponsor and the teacher-coordinator; and serving as the advisor for the appropriate vocational student organization.

SUPERVISION:

The teacher-coordinator will report directly to the high school principal. The cooperative education program will be supervised by the state supervisory staff for the program area.

QUALIFICATIONS:

Must hold an appropriate vocational teaching certificate.

CHART OF AREAS OF RESPONSIBILITY

Areas of Responsibility	PLAN:	ORGANIZE:	INITIATE: (Begin)
ADVISORY COMMITTEES	1) Membership 2) Meeting time 3) Agenda	1) Meeting place 2) Materials 3) "Notice" mailout	1) Introductions 2) Tour of facility 3) Program/activities review
RESOURCE MATERIALS	1) Student handbook 2) Promotional fact sheet or brochure 3) Trade publications collection 4) Bulletin board supplies	1) Trade publications collection by using training plans 2) Storage shelves or bins by jobs or occupations 3) File of test and keys for individual study guides 4) Storage of supplies	1) Individual study guide for each student according to training plan 2) Use of progress and clean-up charts 3) Distribution of student binder and materials 4) Filing, storage procedures
EQUIPMENT	1) Service contracts 2) Rotation/replacement 3) Utilization 4) Storage 5) Unexpected problems (bulb burns out)	1) Storage 2) Miscellaneous items (extension cords) 3) Check-out system 4) Progress/utilization chart	1) Inspection for defects 2) Student/personal use 3) Set-up/operational procedures 4) Contact with businesses for use or observation of equipment unavailable in your department
RESOURCE PERSONS	1) Use of Suggested Activities page of core curriculum 2) Topic, time, questions 3) Group attitudes, dress, reactions 4) Substitute activity	1) Guide sheets for speaker 2) Room, equipment 3) Alternative plan if speaker does not show	1) Introduction to principal, other teachers, and class 2) Distribution of prepared materials 3) Discussion, questions
GROUP INSTRUCTION	1) Long-range (yearly) course sequence 2) Unit presentations using Suggested Activities page 3) Supplementary materials and films using CIMC and other catalogs 4) Field trips, projects 5) Effective use of planning period	1) Use of publications 2) Lead time for films 3) Time sequence of course outline 4) At least three different techniques for each class period 5) Seating chart, progress chart, clean-up chart	1) Positive response 2) Ready access to materials and equipment 3) Enthusiastic involvement of students 4) Promptness and anticipation 5) Job relevance

MANAGEMENT FUNCTIONS, AND SPECIFIC DUTIES

OPERATE:	COORDINATE:	MAINTAIN: (Promote or Enlarge)	EVALUATE:
1) Meeting smoothly 2) Notetaking/recording of minutes 3) Materials distribution	1) Appointments 2) Surveys 3) Special events 4) Progress report	1) Attendance at meetings 2) Consideration of suggestions 3) Copy of minutes 4) Membership participation	1) Operational procedures 2) Recommendations 3) Membership 4) Participation
1) Collection of current trade materials 2) Perpetual inventory (check-out/check-in system 3) Distribution of fact sheets or charts 4) Preparation and use of bulletin board supplies	1) Student-trainee's individual study with training plans 2) Purchase or rental with local librarian or administration 3) Replacement with current materials 4) Receipt of materials from publishers, suppliers, CIMC	1) Proper storage 2) Check-out system 3) Catalog file 4) Planned replacement schedule 5) Test/key file 6) Schedules, progress charts, clean-up charts	1) Training sponsors' reaction to materials 2) Parents' reaction to individual study guides 3) Advisory committee's reaction to procedures and materials 4) Faculty and staff reaction to procedures and materials
1) Observation/utilization checklist 2) Alternative plan in emergencies 3) Use of manuals' instructions	1) Tours of businesses to observe special equipment 2) Collection of manuals for various types of equipment 3) Use by other faculty or staff 4) Purchase or rental with local administration or librarian	1) Proper storage 2) Check-out system 3) File of manuals 4) Planned replacement schedule 5) Rotation, progress, and/or clean-up charts 6) Service contracts 7) Perpetual inventory	1) Suppliers' service contract 2) Trade journal ads 3) Current industry utilization 4) Personal experience 5) Budget requirements 6) Want list
1) "At Ease" 2) Observations of group 3) Diplomatic fielding of questions and comments	1) Publicity, public relations of event 2) Direction of guests to school and classroom 3) Preparation of materials or equipment	1) Discussion through planned questions and guide sheet 2) Poise and rapport 3) List of qualified, successful persons or presentations 4) Follow-up letter file 5) Student involvement	1) Group participation and reaction 2) Speaker's performance 3) Feedback from publicity or other faculty and staff
1) Smooth flow of presentation 2) Continual student involvement 3) Continuous positive reinforcement 4) Challenging developmental projects	1) Use of community resources 2) With individual on-the-job training plan 3) With other school events and programs 4) With industrial technological development 5) With school or community librarian	1) Daily plan book, grade book, progress chart, clean-up chart 2) Student notebooks with sectional dividers 3) Planning period for purpose of **planning** 4) Student folders of materials	1) Personal performance by pre-testing and post-testing students 2) Student participation, involvement, enthusiasm 3) Special needs of students 4) Relevancy to jobs, occupation, industry

Areas of Responsibility	PLAN:	ORGANIZE:	INITIATE: (Begin)
INDIVIDUAL INSTRUCTION	1) Specific tasks (competencies) to be taught on the job and in the classroom or shop 2) Purchase or rental of necessary materials or equipment 3) Use of progress charts, check-out system, and evaluation procedures	1) Training plan (IEP) 2) Storage, distribution, care, and retrieval of materials 3) Time sequence or progress schedule 4) Mechanics of operation 5) Group project for others to do while teacher works individually with class members	1) Explanation of procedures, materials, and equipment 2) Personal directions individually given 3) Given number of lessons (assignments) to be completed by set time 4) Full week for implementation of system
TRAINING STATIONS	1) Health and safety of trainees on the job 2) Variety of challenging experiences 3) Supervision and training of trainees 4) Suitable schedules and wages 5) Orientation to program operations	1) Continuous survey 2) Training plan utilization 3) Fact sheets, brochures, and forms 4) Coordination schedule and procedures 5) Individual study program for trainee	1) Memorandum of training agreement for participation in program 2) Placement of trainees 3) Sequence of training plan utilization 4) Positive approach to training high school students
TRAINING SPONSORS	1) Introduction, orientation, training, and development 2) Fact sheets, brochures, training plans, rating sheets, special needs or benefits 3) Ways to recognize or reward efforts	1) Schedule of visits 2) Materials for interviews in folders 3) Personal mental attitude 4) Complete presentation 5) "Breakfast for Boss" 6) Records management system	1) Introductions 2) Relaxed speech 3) Clear explanations 4) Completion of forms 5) Promotional stickers for window; picture of trainees on job site
TRAINEES	1) Do's/don'ts 2) Student-trainee folder for office file and training sponsor 3) Forms completion and legal aspects of employment 4) Utilization of counselor, cumulative file, home visit, and personal interview	1) Materials for interview 2) Orientation to job and program 3) Placement procedures 4) Training plan (IEP) 5) Individual study materials 6) Schedule of job and school	1) Interviews with trainee, sponsor, parent, and counselor 2) Forms completion and placement 3) First day follow-up (orientation to job) 4) Individual study program 5) Training manual project

OPERATE:	COORDINATE:	MAINTAIN: (Promote or Enlarge)	EVALUATE:
1) Constant individual supervision 2) Total personal time commitment to individual study activity 3) Continual update of materials and progress chart 4) Complete student involvement	1) Trade publications, industry developed materials, group instruction, and student organization with individual's job or occupational career objective 2) With training sponsor in updating training plan and reviewing materials and students' work	1) Specific time each week (Mon/Fri) 2) Written evidence of completed tasks 3) Constant check on students' progress 4) Currently available materials and equipment 5) Test file/Guide keys for students' use	1) Quantity of work 2) Quality of work 3) Relevancy of work 4) Procedures of operation 5) Transferability of knowledge and skills
1) Continual visits to job site 2) Close observation of correlation of job record with training plan 3) Correlation of individual and group instruction with on-the-job training 4) Records management system	1) Activities of parents, student, and sponsor with classroom instruction 2) Legal aspects of student-trainee's employment 3) School activities with work schedules 4) Student placement, transfer, and discharge	1) Records management system 2) Competency profile and certification 3) Liaison with labor, management, and governmental agencies 4) Current job placement and follow-up	1) Student progress 2) Training station development 3) Student needs, industry needs, and future plans 4) Personal professional development relating to specific training stations
1) In businesslike manner 2) On schedule at their convenience 3) Training sessions for other employees 4) Continual contact regarding promptness, attendance of trainees 5) Records management system	1) Training plan utilization 2) Personality differences 3) Job record (time) sheet with training plan 4) Seasonal fluctuations in business activity 5) Trade news/class	1) Publicity-public relations program 2) Exchange of materials, equipment and information 3) Personal observation and availability 4) Correlation of classroom instruction, student organization and on-the-job training	1) Rating of student's progress according to training plan 2) Supervision and training 3) Special needs 4) Benefits received and extended 5) Personal commitment
1) Continual visits to job site 2) Progress chart, job record sheet, sponsor's rating 3) Quarterly review interviews with trainee and sponsor 4) Continual job-related study program	1) Legal aspects of employment 2) Group instruction, student organization, and individual job-related study with training plan 3) Work schedule and school activities 4) Placement, transfer, discharge, or promotion on the job	1) Memorandum of training 2) Training plan, job record sheets, and evaluations (ratings) 3) Quarterly reviews 4) Correlation of all activities with career objective	1) Placement 2) Progress 3) Special needs 4) Records management system

Areas of Responsibility	PLAN:	ORGANIZE:	INITIATE: (Begin)
PARENTS	1) Interview schedule (in home if possible) 2) Materials (fact sheet), course outline, memorandum of training, student organization brochure 3) Typical student-trainee folder 4) Personal wardrobe, grooming, presentation	1) Appointments in homes 2) Presentation for interview 3) Formal group for advice 4) "Get acquainted" tea 5) Open house 6) Appreciation banquet	1) Home visits 2) Orientation interview 3) Involvement in program planning and operation 4) Quarterly reviews
VOCATIONAL STUDENT ORGANIZATION	1) Calendar of activities 2) Officers' duties, dress, and qualifications 3) Weekly dress-up day 4) Purchase of apparel, jewelry, and supplies 5) Special events, projects, recognition	1) Officers' planning meetings 2) Dues collection 3) Purchase of supplies 4) Schedule for projects 5) "Get acquainted" or initiation/installation meeting 6) Project charts	1) New members 2) Enthusiastic involvement 3) Weekly dress-up day (wear chapter apparel) 4) Publicity of events 5) Attendance at local, district, state, and national conferences
COMMUNITY/ PUBLIC RELATIONS	1) Organizations to join or meetings to attend or present 2) Approach of leaders 3) Media/messages 4) Activities, events, and projects 5) Fact sheets, brochures, filmstrips	1) Presentations for Chamber of Commerce and civic groups 2) Projects ("Get Out The Vote," benevolent, appreciation, community achievement) 3) "Trainee of the Month" feature story 4) Open house/tours	1) Taking pictures of students on the job, in classroom, and completing projects 2) Introductions with media persons 3) Community projects 4) Community continuing education

OPERATE:	COORDINATE:	MAINTAIN: (Promote or Enlarge)	EVALUATE:
1) Newsletter 2) Tours of facility 3) Joint parent-sponsor breakfast 4) Adult education class	1) Training plan, job record sheet, individual study project, and student organization activities according to memorandum of training agreement 2) Tea, open house, breakfast, or banquet events 3) Adult education class participation	1) Communication by letter, phone, and personal home visits 2) Advisory committee involvement 3) Recognition for participation	1) Interviews or visits in home 2) Participation in special events 3) Booster club 4) Adult education class participation
1) According to state handbook guidelines for student organizations 2) Monthly group meeting 3) Achievement/ awards program 4) Newsletter of events 5) Scrapbook	1) Activities with school calendar and work schedule 2) With classroom instruction and on-the-job training 3) With district and state organization 4) Total involvement throughout project completion	1) Weekly "dress up" day 2) Monthly meetings 3) Total group involvement 4) Scrapbook of events 5) District/state guidelines	1) Participation/involvement 2) Dollar cost to students 3) Ranking of chapter with others in state 4) Individual student's personal development 5) Time vs. benefits
1) Adult classes 2) Open house 3) Personal membership, attendance, involvement in civic affairs 4) Total media coverage of events	1) With parents, training sponsors, civic leaders, school officials 2) District/state events and guidelines 3) Special events for others	1) "First year" enthusiasm 2) Liaison with every group 3) Contribution to every meeting or organization possible 4) Media coverage of events	1) Total column inches of news coverage 2) Number attending or supporting events or projects 3) Number of times requested to make second presentations 4) Size, composition of scrapbook 5) Parent-student-administrative response

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IV

TRAINING STATIONS/SPONSORS

CHARACTERISTICS OF TRAINING STATIONS/SPONSORS

Cooperative education programs depend upon the team effort of the teacher-coordinator and the training sponsor. The training sponsor and/or the training station (business or industry) shall agree to provide supervised on-the-job training coordinated with the classroom instructional program according to a mutually developed training plan.

The training sponsor must agree to complete the necessary legal forms and records. The training station shall meet legal, safety, health, and occupational training needs of the student-trainees. The training sponsor shall agree to counsel, direct, evaluate, and inform the student-trainee regarding ways to improve or develop performance.

Other characteristics of a training station are listed below.

1. Establishment is a safe, clean, respectable place to work.
2. Establishment has adequate, reasonably modern equipment in good repair.
3. Capable person is designated as training sponsor.
4. Legal requirements for employment of student-trainees will be followed.
5. Sufficient hours (minimum of 10 hours per week for 30 weeks) will be scheduled to meet needs of the student and the training plan.
6. Job rotation and/or appropriate training opportunities will be available to student.
7. Training sponsor will consult and confer with coordinator on all problems relating to student-trainee and job.
8. Training sponsor is willing to assume team-teaching role by developing and following jointly-designed training plan.

9. Firm can and will offer training related to student's career objective.

10. Firm is located at a reasonable distance from student's home or school without undue transportation problems being created.

Since the selection of appropriate training stations is one of the most important tasks accomplished by teacher-coordinators, the selection criteria might be more usable as a checklist. Various training station selection forms have been developed. Some are designed to be used by the teacher-coordinator. Some forms are used by students to evaluate their first week on the job. Other forms are used by student-trainees completing the program. These student evaluations of the on-the-job training station can provide the basis for a cooperative improvement or development program. Samples and forms are provided in the appendix to this chapter.

Training station requirements vary according to the geographical location, the type of cooperative education program, the type of student-trainees enrolled in the program, and the types of jobs being learned. The characteristics and the checklists are given to provide direction and assistance to local program planners.

APPENDIX

TRAINING STATION CHECKLIST
OFFICE OCCUPATIONS

TRAINING STATION SELECTION CRITERIA

Firm Name_____ Date Visited_____

Address_____ Phone_____

Date of Evaluation_____ Contact Person_____

Training Opportunities:

_____File Clerk _____Bookkeeper _____Stenographer

_____Mail Clerk _____Keypunch Operator _____Word Processing Machine Operator

_____Typist _____Transcriptionist _____Calculating Machine Operator

_____Receptionist _____General Office Clerk _____Other:_____

Characteristics should be rated on scale of 1-5 as follows:

1-Review Later 2-Possible 3-Acceptable 4-Good 5-Excellent

_____Safe, clean, respectable place to work

_____Adequate, modern equipment in good repair

_____Training sponsor identified who has time and sincere commitment

_____Job rotation and/or appropriate training opportunities are available

_____Wages have always been paid fairly and on time

_____Hours can be appropriately scheduled for training purposes

_____Training sponsor understands team-teaching role and training plan process

_____Location of firm does not create transportation problems

_____Management is committed to training program

_____Other_____

_____Approved by_____Coordinator

Training Sponsor_____Title_____

Business Phone_____Dept._____

TRAINING STATION CHECKLIST

OCCUPATIONAL AREA _____

TRAINING STATION SELECTION CRITERIA

Firm Name _____ Date Visited _____

Address _____ Phone _____

Date of Evaluation _____ Contact Person _____

Training Opportunities: (Type job titles below.)

Characteristics should be rated on scale of 1-5 as follows:

1-Review Later 2-Possible 3-Acceptable 4-Good 5-Excellent

_____ Safe, clean, respectable place to work

_____ Adequate, modern equipment in good repair

_____ Training sponsor identified who has time and sincere commitment

_____ Job rotation and/or appropriate training opportunities are available

_____ Wages have always been paid fairly and on time

_____ Hours can be appropriately scheduled for training purposes

_____ Training sponsor understands team-teaching role and training plan process

_____ Location of firm does not create transportation problems

_____ Management is committed to training program

_____ Other _____

_____ Approved by _____ Coordinator

Training Sponsor _____ Title _____

Business Phone _____ Dept. _____

STUDENT CHECKLIST

My first week at _____

DIRECTIONS: Place a check mark in the blank beside the words or statements which accurately describe WHAT happened to you or HOW you felt during your first week at work.

_____My training sponsor accompanied me on a tour of offices, supplies, equipment, facilities, and work area.
_____My training sponsor introduced me to co-workers, supervisors, and other members of the firm.
_____Everyone was informed of my relationship and responsibility to them and of their responsibility to me.
_____My on-the-job training sponsor (instructor) and supervisor were introduced to me.
_____My supervisor explained my duties to me, except _____
_____

_____My training sponsor informed me of the following:

_____starting time
_____quitting time
_____lunch time
_____check-in procedures
_____union agreements
_____employee benefits
_____worker's compensation
_____safety procedures
_____time recording procedures
_____pay schedule
_____deductions from pay
_____W-4, employment certificate, and other forms
_____uniform and dress code

_____ was named to answer questions and assist me during first few days on-the-job.

_____On my first day I was _____excited, _____lonely, _____friendly, _____scared, _____reassured, _____bored, _____angry, _____reprimanded.

If I had my first week on the job to do over, I would do the following:

_____

_____

If I had been the employer or an experienced employee, I would have helped the new employee in the following ways:

_____

Student-trainee _____ Date _____

STUDENT EVALUATION OF ON-THE-JOB TRAINING STATION

Student-Trainee _____

Training Station _____

YES	NO	
___	___	1. Does OJT (On-the-Job Training) station provide valuable learning experience?
___	___	2. Does OJT station provide comfortable learning atmosphere?
___	___	3. Does your OJT supervisor take time to teach you?
___	___	4. Are you given a chance to ask questions?
___	___	5. Were you instructed in the use and care of equipment?
___	___	6. Were you instructed in emergency procedures?
___	___	7. Are your job assignments (tasks) made fairly?
___	___	8. Are you asked to do things you are not qualified to do?
___	___	9. Are policy and procedure manuals made available to you?
___	___	10. Do you feel you are treated like an employee?
___	___	11. Are your opinions and ideas respected?
___	___	12. Do you feel your supervisor has trust and confidence in you?
___	___	13. Are you given enough responsibility?
___	___	14. Are there too many student-trainees working in your area?
___	___	15. Do supervisor and employees set a good example for student-trainees?
___	___	16. Do employees practice proper techniques?
___	___	17. Do employees seem busy?
___	___	18. Are employees friendly?
___	___	19. Are employees willing to help you?
___	___	20. Do employees get along with each other?
___	___	21. Do employees practice professionalism?
___	___	22. Do employees seem to feel threatened by the presence of student-trainees?
___	___	23. Do employees gossip about other staff members?
___	___	24. Do employees practice personal (medical) ethics with regard to privileged communication?
___	___	25. Are customers, clients, patients treated with respect and empathy?

COMMENTS: _____

_____

Would you recommend this business as a future training station? Yes_____ No_____

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V

COORDINATION

WATCH YOUR LANGUAGE!

Cooperative education programs are designed to bridge the gap between school and work. This is to be accomplished by providing instruction from a qualified teacher-coordinator in a group or individual classroom setting at school and by providing professional guidance, supervision, and training on the job by a training sponsor.

As cooperative education has developed, a unique language or "trade talk" also has developed. Experienced and "educated" teacher-coordinators drop these terms on the unsuspecting employing community. Sometimes a clear definition is readily available. The following terms and definitions are given to help teacher-coordinators and training sponsors with cooperative education's "trade talk."

1. Training station--Place where students are employed and supervised by training sponsors according to training plan

2. Training sponsor--Person who supervises student on the job and works with teacher-coordinator in development and implementation of student's training plan

3. Training plan/evaluation form--Lists tasks (competencies) required of trainee for particular job or career objective, indicates sequence of learning, and shows which competencies will be developed (taught) in the classroom and on the job

   (NOTE: The training plan/evaluation form is used to evaluate competencies taught or tasks performed on the job. An example of a training plan for a department store student-trainee is given on page 51-V. A blank form is provided on page 53-V. This form is completed each grading period by the training sponsor. Students should have an opportunity to rate themselves and know how the teacher-coordinator and the training sponsor have rated them. Sometimes co-workers are asked to rate students as an additional information source for job counseling.)

4. Coordination--Includes all out-of-classroom teacher-coordinator endeavors to systematically train and/or develop student-trainees, training stations, training station sponsors, student organization, and total local cooperative education program

   (NOTE: These responsibilities are **in addition to** activities ordinarily performed by other classroom teachers and are usually accomplished **beyond the confines** of the school property.)

5. Job enlargement--Increasing the number and variety of tasks assigned, learned, and performed by the student

6. Job rotation--Moving the student from one position to another within the firm

7. Memorandum of training--States rules, regulations, requirements, and/or responsibilities of student, parent, training sponsor, and teacher-coordinator who sign the form as evidence of their agreement to participate and cooperate in the training program (page 49-V)

8. Job record--Indicates time spent by student-trainee each day on various tasks, total hours worked, and wages earned each week (page 55-V)

   (NOTE: Cumulative hours and earnings are needed to verify credits earned for on-the-job training and for public relations purposes. Teacher-coordinators should compare Job Record Sheet information with training plan schedule.)

9. Training sponsor's guide--Booklet which outlines responsibilities and gives directions or suggestions relating to firm's participation in cooperative education training program

10. Student placement--Activities performed by teacher-coordinator to match a student having a specific career objective with a firm which is able and willing to offer appropriate on-the-job training

11. Employment certificate of age--Form accepted as proof of age for minors if kept on file by employers (page 47-V)

STEPS TO FOLLOW IN ESTABLISHING NEW TRAINING STATIONS

1. Survey community to locate potential training stations

   Examples: Chamber of Commerce, advisory committee, yellow pages, personal observation

2. Schedule a 30 minute to one hour interview with prospective training station's owner-manager, training sponsor, or contact person

   (NOTE: If possible, it is important to involve top management in this initial interview even though someone else may be directly involved with the trainee on a day-to-day basis.)

3. Determine suitability as a training station

4. Gather additional information on most desirable locations identified by survey

   Examples: Contact persons, trade terminology, techniques, needs

   (NOTE: The teacher-coordinator completes the training station checklist, if desirable, pages 5-IV and 7-IV.)

COORDINATION TASKS

1. Training stations/program development

   a. Drive throughout community to observe types of businesses, their location, functions, and progress

   b. "Size up" firms by touring each to learn organizations, operations, schedules, status, needs

      (NOTE: The teacher-coordinator should dress in a business/professional manner and ask positive questions which build goodwill.)

   c. Distribute public relations information sheets, pencils, pens, and/or folder containing program guidelines for training sponsors

   d. Explain local requirements for student-trainees, training stations, training sponsors, coordinator, and school

   e. Gather trade journals, store manuals, and local information about Chamber of Commerce, city government, civic organizations, and area employment needs or industrial development plans

   f. Leave business card

      (NOTE: The teacher-coordinator should be known on sight by everyone in positions of authority or responsibility. They will remember you better if your business card is next to all the others they keep.)

   g. Explain memorandum of training, training plan, local program requirements sheet, and other pertinent information to parents

   h. Schedule interviews to place students in new training station

      (NOTE: The student must be available to begin work and be prepared for this interview before it is scheduled. One bad experience at the beginning of a firm's participation in the program is threatening to the program's future as well as damaging to student.)

   i. Orient firm in training students on the job and developing training plans

      (NOTE: Use Student Checklist on page 9-IV.)

2. Continual visits

   a. Complete memorandum of training and operation of program with parents, training sponsors, and business community

   b. Develop or modify training plan through consultation with student and training sponsor

   c. Deliver, explain, and/or collect evaluation forms

      (NOTE: Forms must be delivered or collected personally by teacher-coordinator each grading period.)

d. Deliver, explain, collect, and/or discuss legal requirements and forms

e. Observe student's performance and development on job

(NOTE: This "on-site" observation must occur at least once each grading period.)

f. Collect specific trade information for directly related independent study purposes

(NOTE: Several companies have training films, filmstrips, or manuals.)

g. Explain materials used in classroom for independent study directly related to student's job

(NOTE: Some employers will want to keep these materials for a few days.)

h. Review core curriculum for group instruction

Example: Course outline, competency profile

i. Assist training sponsors in relating on-the-job training with classroom instruction

j. Update personal knowledge and understanding of current practices or legal requirements

k. Counsel with training sponsor on specific problems

Examples: Mid-term layoffs, annoying habits, job enlargement

l. Validate competencies by continually updating job task analysis inventories (training plans)

m. Show student's work to parents and training sponsors

n. Take pictures of business, training sponsor, and students at work station for publicity purposes

o. Show pictures, articles, or scrapbook of activities to training sponsors

p. Check with training sponsor whenever student is absent from school

q. Schedule group projects or tours of training stations or businesses

Examples: Take inventory, do fashion show, prepare displays

r. Secure training sponsor's participation or support for other aspects of program

Examples: Advisory committee, field trips

WAYS TO IMPROVE COORDINATION VISITS

1. Become an expert teacher-coordinator

   a. Know student employment opportunities

   b. Explain legal requirements of businesses

   c. Participate in Chamber of Commerce operations

   (NOTE: See Vocational Student Organization/Public Relations Time Line on page 15-V.)

   d. Become expert on occupations and occupational training

   e. Be on first name basis with owners, managers, leaders of community

2. Use time management techniques

   a. Schedule appointments or visits appropriately

   (NOTE: See On-the-Job Training Time Line on page 19-V.)

   b. Consolidate activities or meetings whenever possible

   c. Double check materials and folders before leaving office

3. Answer questions about program; in other words, be ready with an appropriate answer to pertinent questions relating to local cooperative vocational education program

   Examples:

   1. What is _____(your program)_____?
   2. What types of jobs are students trained to do?
   3. What do you require of the student?

      (NOTE: See Instructional Time Line on page 23-V.)

   4. What do you mean by on-the-job training?
   5. What exactly is my role as a training sponsor?
   6. What is a training plan?
   7. How do you use the student evaluation forms?
   8. What is the relationship of the classroom instruction to the student's on-the-job training?
   9. What are the legal requirements and extra paper work?
   10. How does local business benefit from this program?

4. Exhibit professionalism

   a. Dress appropriately

   b. Distribute professionally prepared materials

   c. State purpose for each visit and be prompt, concise, and considerate

   d. Participate in community activities

   e. Be a good listener (includes body language)

   f. Ask positive, open-ended questions

      Example: "What career opportunities are available to students who train for positions with your firm?"

   g. Maintain control of conversation discreetly

      Example: "Before the phone rang, you were . . ."

      "Yes, but, what do you think about . . ?"

      "That's exactly what __(name)__ thought until . . ."

      "Yes, perhaps, but have you considered . . ?"

      "Could you explain why we have been . . ?"

      "What I hear you saying is. . . . Is that correct?"

   h. Read people and secure action

      Examples:

      1. Whenever employer re-examines your brochure or lays it aside, say, "Even if you can't hire someone new, may I send some students to practice their interviewing skills?"

      2. Whenever employer nods head in approval or is silent, say, "Let's see, we can probably have someone start this next week. Which do you prefer, a junior or senior?"

      3. Whenever employer appears nervous or unreceptive, say "Thank you Ms. _____ for visiting with me this afternoon. If you'll look over these materials we've discussed, I'll check back later."

   i. Recognize (award) cooperation and commitment

      Examples: "Employer of Month" certificate given at monthly breakfast meeting of chapter members and bosses

      Present plaques, coffee mugs, lifetime memberships

      Staff "New Store Opening" events

j. Inform principal, staff, and faculty of activities

Examples: Newsletters, school paper, distributing "update" at faculty meeting

k. Remember to keep all information confidential

l. Leave itinerary with school secretary when coordinating

5. Maintain appropriate records

The best vehicle for program and student development is an organized record-keeping system. As students' folders expand, the students' maturity and job competency are documented and available for use in continuing to help them achieve their occupational objectives.

a. The **competency profile folder** (page 27-V) contains a variety of items which are confidential, such as demographic information on the front of the folder, major job competencies for the occupation or job rated on the back of the folder, and specific job competencies rated on the inside cover of the folder. The following items are examples of information which should be kept in the folder:

--Application for enrollment (page 33-V)

--Local program requirements signed by student and parent or guardian (pages 35-V and 39-V)

--Introduction card (page 43-V)

--Application for employment certificate of age (page 45-V)

--Employment certificate of age, for all students under 18 years of age (page 47-V)

--Memorandum of training signed by parents, student, training sponsor, and teacher-coordinator (page 49-V)

--Training plan/evaluation form (page 51-V)

--Job record/time sheets (page 55-V)

--Program enrollment form (page 57-V)

--Student information sheet/follow-up form (page 59-V)

--Samples of student's work, tests, pictures of student organization projects or activities

b. **Coordination record card** for individual trainee (page 61-V)

Teacher-coordinators maintain individual records concerning each student-trainee's performance, each training sponsor's remarks, and personal observations made during visits to the training stations and the homes of students. A copy of a Distributive Education/Marketing Individual Student Coordination Record Card is shown on page 61-V. These cards are kept in a small three-ring binder which coordinators carry with them on daily visits.

c. **Coordination summary chart** (pages 63-V and 65-V)

Since documentation of coordination visits is increasingly important, a Coordination Summary Chart is needed to insure the organized accomplishment of the various coordination tasks relating to each student-trainee. The chart on page 65-V may be used to document the completion of coordination tasks. This chart should be kept in the front of the three-ring binder which contains the Individual Student Coordination Record Cards.

As coordination visits are made, the teacher-coordinator completes the Individual Student Coordination Record Card. A check mark is then made in the appropriate column on the Coordination Summary Chart.

Remove and closely follow the **Coordination Summary Chart** on page 63-V as you finish reading this page.

Notice that the check mark in column 2 on line 1 indicates that the teacher-coordinator visited with the training station sponsor to develop/amend a training plan for a trainee who is already placed on the job. The student-trainee was placed on the job August 28. Safety and legal implications make it imperative to have a tentative, if not complete, training plan at the time the student begins work.

The check mark in column 5 on line 2 might indicate that the teacher-coordinator (1) checked with the training station sponsor to update the student-trainee's training plan, (2) discussed wages of student, (3) discussed the number of hours student was scheduled to work, (4) discussed time student was spending in each activity listed on the training plan, and (5) verified student's reporting of wages and hours worked on their Job Record Sheet.

The check mark in column 8 on line 3 might indicate that the teacher-coordinator picked up materials to be used by the student for individual/ independent study. The training sponsor may have been shown materials which the instructor plans to have the student use.

(CAUTION: Although check marks are shown on the sample form on page 63-V, local teacher-coordinators should enter dates instead of check marks.)

Notice that the names of the student-trainees are not listed in alphabetical order. The teacher-coordinator might want to arrange the names according to the route followed on coordination visits. All students located in a particular geographical area would be listed in the order that they are generally visited.

The **placement date** column is provided on the Coordination Summary Chart for completing Targeted Jobs Tax Credit Forms, to check the planned rotation among tasks on the job, and to help the teacher-coordinator anticipate problems which generally occur after certain lengths of time on the job.

Notice that the tasks numbered 1-0 are listed in the key and on the form in approximately the order in which they would be performed during coordination visits for the year. Tasks A-E are performed periodically or continuously and do not occur in any particular order.

j. Inform principal, staff, and faculty of activities

Examples: Newsletters, school paper, distributing "update" at faculty meeting

k. Remember to keep all information confidential

l. Leave itinerary with school secretary when coordinating

5. Maintain appropriate records

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Notice that the names of the student-trainees are not listed in alphabetical order. The teacher-coordinator might want to arrange the names according to the route followed on coordination visits. All students located in a particular geographical area would be listed in the order that they are generally visited.

The **placement date** column is provided on the Coordination Summary Chart for completing Targeted Jobs Tax Credit Forms, to check the planned rotation among tasks on the job, and to help the teacher-coordinator anticipate problems which generally occur after certain lengths of time on the job.

Notice that the tasks numbered 1-0 are listed in the key and on the form in approximately the order in which they would be performed during coordination visits for the year. Tasks A-E are performed periodically or continuously and do not occur in any particular order.

6. Secure copies of legal requirements of student employment

The teacher-coordinator of a cooperative vocational education program must be able to discuss, inform, or assist training station sponsors with laws and forms relating to employment of student-trainees. The type of program, the size of the community, and the types of industries served will determine the frequency and extent to which various publications are used. Teacher-coordinators should secure copies of the publications listed and underline specific facts relating to occupations or jobs which might be held by student-trainees.

a. Child labor publications

--*Folder No. 12-A.* Available from Department of Labor, State of Oklahoma, Suite 118, State Capitol, Oklahoma City, OK 73105. (405) 521-2461.

--*Child Labor Requirements in Nonagricultural Occupations.* Available from U. S. Department of Labor, Room 210, Old P. O. Building, Dean A. McGee Avenue and North Robinson, Oklahoma City, OK 73102. (405) 231-4545. OR U. S. Department of Labor, Room 306, Center Mall, Professional Building, 717 South Houston, Tulsa, OK 74127. (918) 581-7695.

--*Child Labor Requirements in Agriculture under the Fair Labor Standards Act (Bulletin No. 102).* Available from the U. S. Department of Labor. See above addresses.

b. Minimum wage law publications

--*Folder No. 15-A.* Available from Oklahoma Department of Labor. See above address.

--*Employment of Student-Learners (Title 29, Part 520).* Available from U. S. Department of Labor. See above addresses.

--*Information for Workers Who Are Unemployed Concerning Their Rights to Receive Compensation.* Available from the U. S. Department of Labor. See above addresses.

--*Employment of Full-Time Students at Subminimum Wage (Title 29, Part 519.)* Available from U. S. Department of Labor. See above addresses.

c. Wage collection law publications

--*Folder No. 14-AA.* Available from Oklahoma Department of Labor. See above addresses.

--*Targeted Jobs Tax Credit (Oklahoma).* Available from the Employment Security Commission, 318 Will Rogers Memorial Office Building, Oklahoma City, OK 73105. (800) 522-8008.

--"Hire More Workers, Pay Less Taxes!" Available from the U. S. Department of Labor or call the Internal Revenue Service at (800) 962-3456.

d. Social security publications

--*Application for Social Security Number (Form SS-5).* Available from local post office or county courthouse.

--*Your Social Security.* Available from Department of Personal Services at county courthouse or area Social Security office. (Dial "O" and ask for Enterprise 5-3120)

--*For Your Future.* Available from Department of Personal Services at county courthouse or area Social Security office. See above phone number.

--*Estimating Your Social Security Retirement Check.* Available from Department of Personal Services at county courthouse or area Social Security office. See above phone number.

--*SSI for the Aged, Blind, and Disabled in Oklahoma.* Available from Department of Personal Services at county courthouse or area Social Security office. See above phone number.

APPENDIX

VOCATIONAL STUDENT ORGANIZATION/PUBLIC RELATIONS TIME LINE

August	September	October	November	December	January
Prepare news articles Plan/conduct "Get Acquainted Reception/ Party" Conduct initiation Elect officers Order pins, jackets, supplies for student organization Hold officers' training and planning meeting	Run radio spots Place stickers on windows of training stations Distribute bumper stickers, pencils, pens Take pictures of student trainees' OJT Publish pictures in paper and prepare scrapbook file	Hold open house or parents' tea Continue to run trainees' pictures in local paper Hold advisory committee meeting Prepare fair exhibit Distribute copies of program of work to all interested groups	Mail newsletter to other schools Prepare displays, bulletin board notices Develop projects Prepare civic club presentation Prepare "Get Out the Vote" campaign Attend conferences and seminars	Hold breakfast for training sponsors Conduct adult education seminar Hold recognition for faculty/ friends of program Plan benevolent project like "Toys for Tots" Hold recreational event for trainees	Conduct radio or TV program Schedule mayor's proclamation of special day or week Print news of hours worked/ pay earned/ tax paid by trainees Prepare sign or bulletin boards about program

February	March	April	May	June	July
Present program to assembly Plan field trips Plan panel from industry Plan "Sweetheart" banquet Print more pictures of trainees' OJT	Prepare float for parade Plan clean-up/fix-up campaign Plan community achievement program Hold advisory committee meeting Attend conferences Plan civic club program	Plan appreciation banquet Plan alumni activity Recognize "Most Frugal" Mail "Thank You" letters Prepare fair exhibits	Tour area Vo-Tech schools or colleges Tour businesses Present awards at school assembly Plan recreational activities Plan "Sponsors vs Trainees" marathon	Be available to counsel, assist, and recognize trainees or employers	

(The above activities are examples of things which might be done during the school term.

Each program would need to schedule appropriate activities as local conditions dictate.)

VOCATIONAL STUDENT ORGANIZAT

August	September	October	November	December	January

'ION/PUBLIC RELATIONS TIME LINE

February	March	April	May	June	July

ON-THE-JOB TRAINING TIME LINE

August	September	October	November	December	January
Update student applications Conduct or schedule interviews for jobs Complete forms Develop training plans Visit parents in home Survey business Train sponsors Distribute brochures, fact sheets, and other materials about program	Continue business surveys Complete forms for employment Develop training plans Collect trade materials Spot check trainees for promptness, responsibility, and personal adjustment to job	Show training films and materials to sponsors Direct students' completion of training manual Show sponsors the students' work Collect OJT evaluation forms by personally going to training station Check to insure that wages, hours, and/or tasks performed relate to student's training plan	Emphasize rotation or depth of training Commend your training sponsors Anticipate and prevent seasonal layoffs Check for wage adjustments Check tardiness and absences OJT Observe trainee at work	Check hours and quality of work Plan attitude adjustment Encourage both students and sponsors Make home visit Review training plans Collect and review OJT evaluations Get acquainted with other employees at training stations	Counsel students and sponsors using training plan and evaluation forms Show students' work, materials, and books to sponsors Collect trade materials Update folders and reports Update and relate trainees' individual study to job

February	March	April	May	June	July
Check counselor's office for tests, other data on newcomers and next year's group Interview applicants Prepare records Locate jobs Visit home of enrollees Orient new training sponsors	Collect forms evaluating trainees Arrange for displays, exhibits, projects, speakers, tours Observe trainees' OJT (goal is to observe 10 per month)	Complete pre-enrollment Complete survey of community Relate student organization projects to OJT Counsel and orient new trainees to be placed during summer Complete inventory Prepare budget Complete folders and forms for new trainees	Complete files and forms Complete want list, budget, evaluations, new student placement Assist graduates with placement, counseling, and scholarships Send "Thank You" in person and/or by letter to all	Update personal work experience and professional development Be available to trainees and sponsors	

(The above activities are examples of things which might be done during the school term.

Each program would need to schedule appropriate activities as local conditions dictate.)

ON-THE-JOB TRA

August	September	October	November	December	January

INING TIME LINE

February	March	April	May	June	July

INSTRU

	August	September	October	November	December	Janu
Group I	Set up displays Prepare bulletin boards Prepare fact sheets on rules, course, OJT, and chapter organization Check supplies and equipment Order additional individual study guides Organize for individual study Complete records, forms and set up files Teach Orientation unit, Job Interview, Career Planning	Human Relations, Manage Resources--continue Math skills **Health/Safety**	Banking Credit Begin Individual Study Related to Career Objective Student-Trainees should begin study of specifics of job presently performing and then continue to work work toward career objective.	Buying	Economics Labor Unions **Health/Safety**	continue
Group II	Teach Orientation to Cooperative Education and Local Programs Leadership Parliamentary Procedure	Human Relations Personal Development Math Review **Health/Safety**	Managing Resources	Oral and Written Communications	Economics Labor Unions **Health/Safety**	Basic Law Real Estat

(The above units are a part of the core curriculum *Group Instruction for Cooperati*

CTIONAL TIME LINE

ry	February	March	April	May	June	July
	Written Communication Letters Forms	Oral Communication	Leadership Human Relations	Job Interview Career Planning **Health/Safety**	Individually work with student-trainees and training sponsors as needed	
e	Income Tax Insurance	Leadership Coping with Problems	Management of Others	Job Interview Career Planning		

ve Programs. Each program would need to schedule appropriate units as local conditions dictate.)

INSTRUCTION

August	September	October	November	December	January

AL TIME LINE

February	March	April	May	June	July

INTERDISCIPLINARY COOPERATIVE EDUCATION
COMPETENCY PROFILE

Instructor _____ Date _____

Program: _____ Grade: _____ School: _____

Name: _____ Soc. Sec. No: _____ Phone: _____
Last Middle First

Address: _____ Date of Birth: ____-____-____ Age: _____ Sex: _____

In Case of Emergency, Contact: _____ Address: _____ Phone: _____

or

_____ Address: _____ Phone: _____

Insurance Co: _____ Insurance No: _____

Family Doctor: _____ Office Phone: _____ Home Phone: _____

Allergies/Handicaps: _____
(Please Specify)

The above information can be used for school records and/or to insure safety of students. This confidential information is not to be released to employers or the general public.

Date of Enrollment: ____-____-____ Total Class Hours: _____

Date of Withdrawal: ____-____-____ Total on-the-Job Training Hours: _____

Date of Completion: ____-____-____ Total Shop Hours: _____

Total Hours Absent: _____ Total Hours Tardy: _____

ON-JOB-TRAINING/WORK EXPERIENCE

Duration of Employment	Job Title	Supervisor's Name	Address of Employer	Phone

Nondiscrimination Statement
The Oklahoma State Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, qualified handicap or disability.

4	3	2	1

U Fractions and Percent

1. Identify parts of a fraction
2. Identify types of fractions
3. Complete equivalent fractions exercise
4. Reduce fractions to lowest terms
5. Express fractions as decimals and percents
6. Express percents as fractions and decimals
7. Express decimals as fractions and percents
8. Complete the fraction conversion exercise
9. Change whole or mixed numbers to fractions, decimals and percents

4	3	2	1

V Wages

1. Complete hourly pay exercise
2. Compute hourly wages involving overtime
3. Complete commission rate table

4	3	2	1

W Using Written Resources

1. Find a book in the library
2. Find information in a dictionary
3.

PROGRAM: _____

STUDENT'S NAME: _____

DATE OF EVALUATION: _____

PERIOD COVERED: _____

INTERPERSONAL COMPETENCIES

DIRECTIONS: Check appropriate number to indicate your personal evaluation of the student's behavior as observed by you during the training period indicated above. Evaluate only those interpersonal competencies for which you have sufficient experience or evidence upon which to base an evaluation.

* RATING SCALE:
4. Exceptional/Always
3. Usually Successful
2. About 50-50
1. Seldom/Avoids

4	3	2	1	
				CONFIDENCE - Believes in self; others respect, admire and emulate
				PERSEVERANCE - Continues difficult tasks until completed
				COMPREHENSION - Pays attention and "catches on" to ideas/situations
				INITIATIVE - Finds work to do without being told; is self-motivated; is first one to begin work
				RELIABILITY - Does tasks assigned without constant supervision
				TACT - Is careful not to hurt other's feelings or cause anger
				LOYALTY - Stands up for personal values and fully supports supervisors
				ENTHUSIASM - Demonstrates desire to learn and please; eager, earnest, zealous worker
				COOPERATION - Demonstrates willingness to work as a team member and assist others
				ADAPTABILITY - Adjusts to changes in schedules, job assignments, supervisors
				SAFETY CONSCIOUS - Observes safety rules and regulations
				HOUSEKEEPING - Maintains tools, equipment and work stations
				ORAL EXPRESSION - States information in a clear, logical order
				SOCIABLE - Makes friends easily and is open-minded
				GROOMING - Dresses appropriately for variety of occasions
				LEADERSHIP - Gets others to cooperate and channel their efforts towards a common goal
				POISE - Maintains self-control

* These evaluations were made from personal observations during the student's training and may vary from one individual to another. No effort was made to measure these affective competencies quantitatively.

EVALUATOR'S SIGNATURE: _____ DATE: _____

The above information can be used for school records and/or to insure safety of students. This confidential information is not to be released to employers or the general public.

SPECIFIC JOB COMPETENCIES

DIRECTIONS: Evaluate the Trainee using the rating scale below and check the appropriate number to indicate their degree of competency. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C and D. Ratings should reflect JOB READINESS for each of the tasks rather than the grade given in the class.

RATING SCALE
4 - Skilled--can work independently with no supervision
3 - Moderately Skilled--can perform job completely with limited supervision
2 - Limited Skill--requires instruction and close supervision
1 - No Exposure--No Experience or knowledge in this area

4	3	2	1

A. Orientation to Cooperative Programs (Overall Average)
1. _____
2. _____
3. _____

4	3	2	1

B. Vocational Student Organization and Parliamentary Procedure
1. _____
2. _____
3. _____

4	3	2	1

C. Leadership Development and Civic Responsibility
1. Complete production simulation activity
2. Select leaders within your community
3. Complete a personality self-rating scale

4	3	2	1

D. Health and Safety
1. _____
2. _____
3. _____

4	3	2	1

E. Human Relations and Self-Improvement
1. Complete a grooming analysis
2. Complete the exercise, "Do you see yourself as others see you?"
3. Complete the self test on how you get along with others
4. Complete the Dyadic encounter exercise
5. Complete the self analysis I
6. Complete the self analysis II
7. Complete the super-duper name tag exercise
8. Complete miracle products exercise
9. Complete the values scale
10. Complete the values auction exercise
11. Develop a plan for self-improvement

4	3	2	1

F. Relationships with Other People
1. _____
2. _____
3. _____

4	3	2	1

G. Coping With Problems
1. Discover adjustment mechanisms
2. Determine personal maturity in coping with problems
3. Recognize levels of human needs
4. Make a plan to overcome fears

4	3	2	1

H. Oral Communications
1. Improve communication skills
2. Pronounce words distinctly
3. Use proper English
4. Complete listening problem exercise
5. Complete listening for main and supportive points exercise
6. Recognize obstacles to communication
7. Give orders, directions, and instructions
8. Complete clarifying business policies exercise
9. Interpret body language
10. Analyze voice qualities

4	3	2	1

I. Written Communications
1. Write a topic sentence outline
2. Correct common sentence structure errors
3. Identify paragraph and message unity
4. Prepare envelopes for mailing
5. Write a memorandum

4	3	2	1

J. Managing Resources
1. Complete the budgeting exercise
2. Interpret the stock table
3. Report on one company on the New York Stock Exchange
4. Complete the managing your time exercise
5. Determine value of taxes
6. Evaluate a letter of complaint
7. Evaluate advertising

4	3	2	1

K. Personal Banking Procedures
1. Write a check
2. Reconcile a bank statement
3. _____

4	3	2	1

L. Obtaining and Using Credit and Loans
1. Complete an application for credit
2. Evaluate credit and loan situations
3. _____

4	3	2	1

M. Insurance
1. _____
2. _____
3. _____

4	3	2	1

N. Buying a Car
1. _____
2. _____
3. _____

4	3	2	1

O. Basic Law for Business and Consumers
1. _____
2. _____
3. _____

4	3	2	1

P. Economics of Free Enterprise
1. Apply economic principles to business situations
2. Evaluate economic impact of shoplifting
3. Interpret fables

4	3	2	1

Q. Career Planning
1. Chart personal goals
2. Examine job interests
3. Examine values and wants
4. Formulate an occupational objectiv
5. Evaluate an occupational selection
6. Write a letter of resignation

4	3	2	1

R. Job Application and Interview
1. Prepare a personal data sheet
2. Write a letter of application
3. Use telephone to arrange job interview
4. Complete job application form
5. Participate in a job interview
6. Do practice interview questions
7. Complete a sample employment test
8. Solve private employment agency math problems
9. Write a follow-up letter
10. Evaluate a job offer

4	3	2	1

S. Whole Numbers
1. Do parts of basic operations of whole number matching exercise
2. Complete place value exercise
3. Complete rounding exercise
4. Complete addition problems
5. Complete subtraction problems
6. Complete multiplication problems
7. Complete division problems
8. Do vertical and horizontal addition problems

4	3	2	1

T. Decimals
1. Round decimals to nearest whole number
2. Complete decimal addition problems
3. Complete decimal subtraction problems
4. Complete decimal multiplication problems
5. Divide decimals by decimals
6. Divide whole number by a decimal
7. Complete multiplication and division problems using 10, 100 and 1000

MAJOR COMPETENCY AREAS

DIRECTIONS: Evaluate the Trainee using the rating scale below and check the appropriate number to indicate the degree of competency. The numerical ratings of 4, 3, 2, and 1 are not intended to represent the traditional school grading system of A, B, C, and D. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

* **RATING SCALE:**
4 - Skilled--can work independently with no supervision.
3 - Moderately Skilled--can perform job completely with limited supervision.
2 - Limited Skill--requires instruction and close supervision.
1 - No Exposure-no experience or knowledge in this area.

4	3	2	1		
				A:	Orientation to Cooperative Programs
				B:	Vocational Student Organization and Parliamentary Procedure
				C:	Leadership Development and Civic Responsibility
				D:	Health and Safety
				E:	Human Relations and Self-Improvement
				F:	Relationships with Other People
				G:	Coping With Problems
				H:	Oral Communications
				I:	Written Communications
				J:	Managing Resources
				K:	Personal Banking Procedures
				L:	Obtaining and Using Credit and Loans
				M:	Insurance
				N:	Buying a Car
				O:	Basic Law for Business and Consumers
				P:	Economics of Free Enterprise
				Q:	Career Planning
				R:	Job Application and Interview
				S:	Whole Numbers
				T:	Decimals
				U:	Fractions and Percent
				V:	Wages
				W:	Using Written Resources
				X:	_____
				Y:	_____
				Z:	_____

* Student ratings on specific competencies evaluated during the course are available upon student's written request and/or by calling the instructor. Parent's or guardian's signature is necessary if student is under 18 years of age.

APPLICATION FOR ENROLLMENT
COOPERATIVE EDUCATION

PROGRAM: _____BOE _____CVHE _____DE/M _____ICE _____VAOT

Name _____ Age _____ Date _____
(Last) (First) (Middle)

Address _____ Telephone Number _____

In case of emergency, please indicate parent or guardian _____

_____ Home Telephone _____ Address _____

_____ Business Telephone _____

Social Security Number _____

Explain any handicaps or health problems either sensory, mental, or physical which may affect work performance or which should be considered in determining job placement.

_____

_____

_____

Why do you wish to enroll in this program? _____

_____

What subjects have you enjoyed most? _____

What subjects have you enjoyed least? _____

List the hours available for work _____

_____

Previous Work Experience			
Date	Employer	Address	Type of Work

Present number of credits _____

Required subjects to graduate _____

(Over)

Name_____ School Year_____

List References (only one of which may be a teacher)

Name	Address	Telephone	Business or Occupation

Student's Signature_____Coordinator_____

Parent's Signature_____

OCCUPATIONAL PREFERENCE

Please list in the order of your preference the firm or individual for whom you would like to work as a student-trainee:

First choice: _____

Second choice:_____

Third choice:_____

PRESENT HIGH SCHOOL SCHEDULE

PD.	SUBJECT	TEACHER	ROOM
1			
2			
3			
4			
5			
6			

Nondiscrimination Statement--This vocational program does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, qualified handicap, or disability.

DISTRIBUTIVE EDUCATION/MARKETING
LOCAL PROGRAM REQUIREMENTS

(CAUTION: This sample should be modified to meet local school/community needs.)

DISTRIBUTIVE EDUCATION is a program of occupational instruction in the field of marketing and distribution. It is commonly referred to as DE. The program is designed for students who desire to enter the field of marketing and distribution as a possible career. Distributive Education also is a prep course for students planning to enroll in college with a major in business administration. DE is the only course in the high school curriculum that instructs the student in business from a profit-making point of view which is the very hub of the free enterprise system, therefore making it an essential course for students who plan to make their career in this field. Classroom instruction is reinforced through on-the-job training at a suitable training station which classifies Distributive Education as a cooperative program, meaning the school community and the business community cooperate to give the DE student a meaningful and practical education. Business establishments where the students work are referred to as training stations. A suitable training station is one where the employer agrees to train the DE student at work in conjunction with the instruction received in class. Training stations, however, must be in a distributive area of business to qualify for the Distributive Education program. The field of marketing and distribution is broad and covers the areas of retailing, wholesaling, and service industries as well as the finance, insurance, real estate, and communication areas.

I. THE DE/MARKETING STUDENT (GENERAL)

A. The student-trainee will be representing the school in the cooperative part-time Distributive Education program and will conduct him/herself in such a manner, both during working hours and after, that will reflect favorably upon the school. As pertaining to manner of dress and grooming, the DE student must remember that business people must look "business-like;" hence, the student will wear clean and well-kept clothing, as well as proper style of hair, and practice good grooming in general. Proper style of hair will be determined by the DE teacher-coordinator and the training station management.

B. The DE/Marketing cooperative student-trainee will be expected to depart the school grounds immediately upon completion of the scheduled courses each day and be at his/her home or on the job (one or the other) at all times in the afternoon.

C. The DE/Marketing cooperative student-trainee, in order to receive high school credit which will apply toward his or her graduation, must be employed in a distributive job an average of ten hours per week throughout the school year and meet the requirements of the school as to classwork.

D. The teacher-coordinator will help place the DE student in a training job of his/her choice, if at all possible. He/she will make regular visits to the training station to consult with the employer on the student's progress.

E. If the student is not employed in an acceptable job within the third week of school, the student will be rescheduled into another class.

F. If the student-trainee is not performing satisfactorily in DE/Marketing and other classes, the teacher-coordinator will recommend that the student be enrolled into 5th and/or 6th hour study hall for the remainder of the semester.

II. ON THE JOB

A. DE/Marketing students will, upon being placed on the job, sign an agreement with their employers that they will remain on the job throughout the school year unless laid off due to slack business periods. To leave a job under any other circumstances, one must have the proper release from the employer and the teacher-coordinator.

B. If the student-trainee should be absent from school in the morning, the high school office will show him/her absent the entire day. If a student is too ill to come to school, it is expected he/she is too ill for work. If a student should become ill in the morning and feel better in that same afternoon to the point where he/she would miss school but go to work in any one day, he/she must contact the teacher-coordinator by telephone or some other means.

C. DE/Marketing student-trainees must always be aware of their responsibilities of being at work on time as well as being at school on time.

D. Any student who is fired from her/his training station because of her/his immaturity or any circumstance which is her/his fault forfeits any credits for DE/Marketing and is immediately dismissed from the program.

III. DE/MARKETING CLASSROOM ASSIGNMENT

A. In addition to discussion classes each week, each student-trainee will be assigned individual lessons on which to do research pertaining to her/his individual job. The students also will be required to maintain a job record of the number of hours worked each day and the amount of money earned.

B. Student-trainees will be assigned a notebook to be kept in the classroom at all times. The notebook will contain all lesson assignments, job records, and any other information deemed important by the teacher-coordinator. These notebooks will be graded periodically. Credit will not be granted if the proper vocational notebook is not kept up-to-date and if a term project is not completed.

C. Each student will be required to open a savings account in a state or national bank in an effort to promote systematic savings of weekly income. While the student is not required to save a specified amount of his or her income, it is hoped that the student will utilize the account when possible.

D. To better understand classroom instruction, various field trips will be taken by student-trainees and the teacher-coordinator, usually during the one hour allocated for classroom work.

IV. DECA CHAPTER ACTIVITIES

A. The DE/Marketing student-trainee, in order to broaden her/his leadership, occupational understanding, civic consciousness, and social intelligence, should become a member of DECA. DECA stands for Distributive Education Clubs of America. It is a program of student activity that is co-curricular and is an integral part of the total Distributive Education/Marketing program.

B. Each student-trainee will be required to help plan all activities and attend the DECA Chapter Employer-Employee Banquet held each year. The student is required to pay for her/his and the employer's dinner. This is a "Boss Appreciation Night" and gives each trainee an opportunity to express appreciation to her/his employer for the effort, time, and expense put forth by offering her/his business establishment as a training station.

C. DECA chapter meetings will be held at least once each month and every student is required to attend all meetings. Failure to attend will be detrimental to the DE/Marketing student's grade.

V. GRADING--One grade will be given for the two credits involved in the DE/Marketing Cooperative Program. The grade will be determined on the following basis: 1/3 for classwork; 1/3 for DECA activities; 1/3 for on-the-job training.

VI. DUES--DECA membership dues are _____. This covers local, state, and national dues; membership pin; and class notebook.

I HAVE READ AND UNDERSTAND THE RULES, REGULATIONS, AND REQUIREMENTS FOR THIS COURSE.

_____
STUDENT

_____
PARENT

INTERDISCIPLINARY COOPERATIVE EDUCATION
LOCAL PROGRAM REQUIREMENTS

(CAUTION: This sample should be modified to meet local school/community needs.)

INTERDISCIPLINARY COOPERATIVE EDUCATION is a program of instruction for those interested in training for the world of work. Job skills are acquired through classroom instruction and on-the-job training.

I. GENERAL REQUIREMENTS OF ENROLEES

A. ICE student-trainees must have a career objective. Their job should be such that it would help them to realize that objective. Students will not be permitted to work for their parents or relatives in the home. All jobs must be approved by the teacher-coordinator, high school principal, high school counselor, and a representative from the Chamber of Commerce. This advisory committee will screen all jobs to ensure that a wholesome employer-employee relationship exists. Training stations (businesses employing students) must provide jobs which allow the students to continue to develop knowledge and skills above the entry-level position.

B. ICE student-trainees will be representing the school in the cooperative part-time school/work program and will conduct themselves in such a manner, both during working hours and after, that will reflect favorably upon the school. As pertaining to manner of dress and grooming, the students must remember that business people must look "business-like;" hence, the students will wear clean, well-kept, appropriate clothing and practice good grooming in general.

C. ICE student-trainees will be expected to depart the school grounds immediately upon completion of their scheduled courses each day and be at home or on the job (one or the other) at all times in the afternoon.

D. The ICE students must be employed in a job an average of ten (10) hours per week for a minimum of thirty (30) weeks and meet the requirements of the school as to classwork. Credit will be given on the basis of one unit for on-the-job training and one unit for classroom instruction for the school year, providing all requirements are met with the employer and the school. These credits can not be earned separately. No credit will be earned unless satisfactory classwork and employment are maintained throughout the term.

E. The ICE student-trainee must be a junior or senior and be sixteen (16) years of age.

F. The ICE teacher-coordinator will place the students in a training job of their choice, if at all possible. The coordinator will make regular visits to the training station to consult with the employer on the trainee's progress. Each of the student-trainees will have a training plan prepared by the employer and the coordinator. This training plan will be designed to help improve the individual's worth as a student, employee, and as a citizen of the community. **All jobs must be approved by the teacher-coordinator; must have a training plan certified by the teacher, the employer, the parent, and the student; and, therefore, be a "job of record" before any credit can be received.**

II. ON-THE-JOB REQUIREMENTS OF ENROLLEES

A. ICE student-trainees will, upon being placed on the job, sign an agreement with their employers that they will remain on the job throughout the school year. To leave a job under any circumstances, the student must have proper release from their employer and the ICE teacher-coordinator. Getting fired or just plain quitting the job may cause one to lose credit.

B. If the ICE student-trainees should be absent from school in the morning, the high school office will show them absent for the entire day. It is the student's responsibility to notify his or her employer of circumstances which prevent him or her from working as scheduled. Absenteeism on the job or at school will affect the student's grade adversely. Students are expected to follow the work schedule assigned them by their employer. All changes in work schedules are to be reported to the teacher-coordinator.

C. ICE student-trainees must always be aware of their responsibility of being at work on time as well as being at school on time. Points will be deducted from their record sheet for each tardy.

D. ICE student-trainees are required to keep a job; therefore, they should not enroll in this program unless they want to work.

E. ICE student-trainees must keep all matters of business in strict confidence.

F. ICE student-trainees should discuss controversial job problems with the teacher-coordinator before going to the employer with these matters. Your teacher-coordinator has had many hours of job experience in various types of businesses. These on-the-job experiences, plus the academic training, were designed to help your teacher-coordinator be able to help you with problems. The ICE instructor is your job counselor and wants to assist you whenever you face trying situations.

G. ICE student-trainees must be honest with their employers and their teacher-coordinator. Dishonesty is gounds for dismissal from the job and expulsion from the program.

III. CLASSROOM ASSIGNMENTS

A. In addition to discussion classes each week, the ICE student will be assigned individual lessons on which to do research pertaining to his/her individual job. Each student will also be required to maintain a job record of the number of hours worked each day and the amount of money earned. Students also will be required to do some outside reading on current events using various trade publications.

B. Each of the students will be assigned a notebook to be kept in the classroom at all times. The notebook will contain all lessons assigned, the student's job record, and other information deemed important by the coordinator. You will need to furnish tabs for the following sections: Group Instruction, Independent Study, VICA, Job Record, and Miscellaneous.

C. Each student-trainee will be required to prepare a training manual consisting of not less than 10 typewritten pages containing job knowledge as outlined by the teacher-coordinator.

D. Every ICE student-trainee must construct two displays, two bulletin boards, and complete two leadership achievement projects or other duties as assigned.

IV. VICA CHAPTER ACTIVITIES

A. Every ICE student-trainee is asked to join VICA to develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities; to foster a deep respect for the dignity of work; to assist themselves in establishing realistic vocational goals; to help themselves attain a purposeful life; to create enthusiasm for learning; to promote high standards in trade ethics, workmanship, scholarship, and safety; and to develop their ability to plan together, to organize, and to carry out worthy activities and projects through the use of the democratic process.

B. Each student-trainee will be asked to help plan and attend the VICA Chapter Parent-Employer-Employee Banquet. Since this is an "Appreciation Night," each student-trainee is required to buy a ticket for his/her parents and employer. This is done to express the student's appreciation for the effort, time, and expense put forth by his/her parents and employer (training sponsor) on their behalf.

C. VICA Chapter meetings will be held at least once each month. Dues will be _____. Everyone is encouraged to buy VICA apparel and attend district and state meetings.

HAVING STUDIED THE ABOVE STATED GUIDELINES, I DO HEREBY AFFIRM MY COMMITMENT TO ABIDE THEREBY:

STUDENT: _____

PARENT: _____

COOPERATIVE EDUCATION

STUDENT–TRAINEE INTRODUCTION CARD

This introduces _____
of _____ program
from _____ school.
Telephone _____

- -

Present this card to _____
Company _____
Address _____
(Leave card with above person so it can be picked up by teacher-coordinator.)

_____
Teacher-Coordinator

No. 600

APPLICATION

FILL IN AND RETURN TO ISSUING OFFICER TO SECURE CERTIFICATE OF AGE FOR EMPLOYMENT.

45-V

County ..... City .....

Date ..... , 19....

TO BE FILLED OUT BY APPLICANT

Name of applicant ..... Resides at .....

Date of Birth, Month..... Day..... Year ..... Birthplace .....

Grade in which enrolled..... School ..... Last grade completed.....

Name of person with whom residing ..... Relationship.....

Mailing Address ..... Remarks .....

TO BE FILLED OUT BY EMPLOYER

Upon presentation of an Employment Certificate, the Minor Named above will be Employed by:

Name of Firm ..... Address ..... Telephone.....

At the following occupation ..... Hours of work: From..... to .....

And from..... to..... for ..... days per week

Will attend ..... Date.....

.....

Signature of Employer

(PERSONS UNDER 16 MAY NOT WORK MORE THAN 8 HOURS A DAY NOR MORE THAN 48 HOURS PER WEEK)

(OVER)

TO BE FILLED OUT BY PARENT OR GUARDIAN

This is to certify that I am the ..... of the above minor and that I hereby consent to his/her employment by the above employer provided said minor is first issued an employment certificate as required by law. I further certify that he or she was born on the date above written and that I have been requested by the issuing officer to submit to him one of the documentary proofs of the date of birth and in the order listed below and do submit the proof indicated. SCHOOL RECORDS CANNOT BE ACCEPTED: LEGAL PROOF OF AGE MUST BE ONE OF THE FOLLOWING: Birth Certificate..... Certificate of Baptism..... Bible Record .....

Certificate of Confirmation or other church ceremony at least one year old..... Certificate of arrival in the United States .....

Life Insurance Policy at least one year old ... . A certificate signed by two Physicians, one of whom shall be a Public Health Officer or public school Medical Inspector.....

It is agreed that irregular attendance or unsatisfactory class work will be sufficient cause for cancellation of this program.

Date..... , 19..... .....

Signature of Parent or Guardian

PRINCIPAL'S OR TEACHER'S RECOMMENDATION

I, the undersigned (recommend ☐, do not recommend ☐, have no recommendation to make ☐ that .....

be given an employment certificate, provided .....

.....

.....

Signature of Principal or Teacher

ESD-79-8-012

State Department of Labor
Suite 118, State Capitol
Oklahoma City, Okla. 73105

EMPLOYMENT CERTIFICATE OF AGE

No. 601

Finished School or part-time school _____
Outside School Hours _____
Vacation Period _____
(Check One)

Hours of employment (State Specifically)	1. County	2. Date of Issue	3. Evidence of age accepted

4. Name of Minor	5. Address of Minor	6. Date of Birth	7. Age	8. Sex

9. Occupation	10. Industry	11. Address of Issuing Officer

12. Name of employer and address of establishment

13 _____
(Signature of Issuing Officer)

14 _____
(Signature of Minor)

ESD-79-8-013

(To be completed in triplicate)

INFORMATION FOR EMPLOYER

A State Certificate of Age is accepted as proof of age under the child labor provisions of the State Labor Laws. This Certificate protects the employer only if it shows the minor to be the legal age for the occupation in which he/she is employed.

Keep this Certificate on file as long as the minor is in your employ and for a minimum period of two (2) years after termination of the minor. This Certificate is not valid for any other employer or occupation than the one named herein.

This Certificate is to be issued only when persons applying for same have complied with compulsory School Laws, Title 70, Sec. 10, and has furnished legal proof of age as required by Title 40, Section 79 O.S., 1971. It must be filled out in triplicate, in three colors; the white one sent to the employer, the yellow one sent to the State Commissioner of Labor, Oklahoma City, and the pink one kept on file by the issuing officer.

COOPERATIVE EDUCATION MEMORANDUM OF TRAINING

Program: _____ BOE _____ DE/M _____ HOE _____ ICE _____ VAOT _____ VCHE _____

Cooperative Training Station _____ Date _____

Address _____ Telephone No. _____

Cooperative Student-Trainee _____ Date of Birth _____

Grade _____ Work Hours _____

Occupational Objective _____ Training Period _____ Mos. or Wks.

Parent or Guardian _____ Phone (Res.) _____ Phone (Bus.) _____

Address: _____ Business Address _____

_____

1. The cooperating firm will employ the above student-trainee on a part-time basis, and provide training which will help him or her realize his or her occupational objective according to a mutually developed Training Plan.
2. The school will provide organized vocational and related courses of study which will meet the needs of the student-trainee.
3. The cooperating training station will assist the coordinator by giving pertinent information which will assure the successful progress of the student-trainee.
4. The cooperative training program will extend over a period of _____ months or _____ weeks.
5. The student-trainee in order to receive high school credits which will apply toward his or her graduation must be employed an average of ten (10) hours per week for a minimum of thirty (30) weeks, and meet the requirements of the school as to class work.
6. The parents (or guardian) will be responsible for the personal conduct of the student-trainee while participating in the cooperative education program.
7. The parents (or guardian) will assume full responsibility for any action or happening pertaining to the student-trainee from the time he or she leaves school until he or she reports to his or her training position.
8. The parents (or guardian) and student-trainee understand that the part-time Cooperative Education program is organized and maintained primarily for high school students (Juniors or Seniors 16 years of age or over) to secure training that will better fit them as potential full-time employees.
9. The schedule of compensation shall be mutually agreed upon by the cooperating training firm and the student-trainee.
10. The student-trainee agrees to abide by all the rules and regulations set forth by the Coordinator and Training Sponsor (employer).
11. The coordinator and Training Sponsor (employer) will work closely together on all problems concerning the mutual welfare of all parties concerned and especially for the successful progress of the student-trainee.
12. The coordinator will at regular intervals (at least once each grading period) observe the student-trainee while at work and check with the training sponsor in order to assure successful occupational progress.

Opportunities in the vocational training program are provided to all students without regard to race, color, national origin, sex, or handicap.

The cooperating firm will accept, assign, and otherwise treat student trainees without regard to race, color, national origin, sex, or handicap.

We the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose of intent of this Memorandum of Training.

By: _____ _____

Employer — Teacher-Coordinator

_____ _____

Parent or Guardian — Student-Trainee

NOTE: COMPLETE IN TRIPLICATE. White copy to training station; Green copy to teacher-coordinator; Yellow copy to student's parent or guardian.

STUDENT TRAINING PLAN/EVALUATION FORM

Oklahoma State Dept. of Vocational Technical Education

Department Store 51-V

Training Station _____

Job Title _____

Student's Name _____

Training Plan Completed _____ Evaluation Completed _____

RATING KEY
4 - Skilled
3 - Moderately Skilled
2 - Limited Skill
1 - Not Satisfactory
0 - Not Covered

Check Task To Be Performed	Task No.	Task	On The Job	Classroom	Individual	Rating (optional) 1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.
	1.	Handle customer inquiries							
	2.	Interpret store policies							
	3.	Recognize and handle shoplifting							
	4.	Handle lay-aways							
	5.	Fill telephone and mail orders							
	6.	Handle returned merchandise							
	7.	Handle customer complaints							
	8.	Complete written forms and reports							
	9.	Use telephone correctly							
	10.	Perform housekeeping duties							
	11.	Maintain stock equipment							
	12.	Check and keep displays in order							
	13.	Receive, check, and mark merchandise							
	14.	Maintain adequate stock							
	15.	Organize and count stock for inventories							
	16.	Rotate stock							
	17.	Place stock properly in fixtures							
	18.	Make change							
	19.	Handle cash transactions							
	20.	Operate cash register							
	21.	Handle charge transactions							
	22.	Write sales checks							
	23.	Operate price-marking machine							
	24.	Identify sources of merchandise information							
	25.	Use merchandise information in sales presentation							
	26.	Provide consumer protection information as a sales aid							
	27.	Read current trade publications							
	28.	Inform customers of the locations of advertised merchandise							
	29.	Approach customer properly							

NOTE: Employer--please check any tasks you wish student trainee to be evaluated on

(Continued on reverse side)

Check Task To Be Performed	Task No.	Task	On The Job	Classroom	Individual	Rating (optional) 1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.
	30.	Analyze customer needs							
	31.	Create customer interest and desire							
	32.	Demonstrate merchandise							
	33.	Handle customer objections							
	34.	Close the sale							
	35.	Use suggestions to increase sales							
	36.	Explain merchandise guarantees and directions to customers							
	37.	Translate selling features or facts into customer benefits							
	38.	Show customer superior points of one's own products as compared with competitor's product							
	39.	Fit customers with correct sizes, etc.							
	40.	Analyze merchandise returns							
	41.	Wrap packages							
	42.	Explain terms and limits of different types of credit accounts							
	43.	Assist customers to fill out credit applications							
	44.	Use facts from advertisements during sales presentation							
	45.	Select appropriate media and method for advertising merchandise and/or special events							
	46.	Dress mannequins for displays							
	47.	Set up displays							
	48.	Design and letter signs							
	49.	Rearrange and replace merchandise sold from displays							
	50.	Analyze and interpret past sales records and performance in order to plan future sales							
	51.	Place re-orders as soon as the need is discovered to assure stock depth							
	52.	Compute mark-up and mark-down							
	53.	Adjust prices according to store policy							
	54.	Package merchandise for mailing							
	55.	Keep stock in order							
	56.	Assist with training of other employees							
	57.	Quality of work							
	58.	Attitude toward work							
	59.	Human relations							
	60.	Personal appearance							
	61.	Dependability							

Training Sponsor	Length of Training		Teacher Coordinator
	From		
	To		

STUDENT TRAINING PLAN/EVALUATION FORM

Oklanoma State Dept. of Vocational Technical Education _____ 53-V

Training Station _____

Job Title _____

Student's Name _____

Training Plan Completed _____ Evaluation Completed _____

RATING KEY
4 - Skilled
3 - Moderately Skilled
2 - Limited Skill
1 - Not Satisfactory
0 - Not Covered

Check Task To Be Performed	Task No.	Task	On The Job	Classroom	Individual	Rating (optional) 1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.
	1.								
	2.								
	3.								
	4.								
	5.								
	6.								
	7.								
	8.								
	9.								
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	22.								
	23.								
	24.								
	25.								
	26.								
	27.								
	28.								
	29.								

NOTE: Employer--please check any tasks you wish student trainee to be evaluated on

(Continued on reverse side)

Check Task To Be Performed	Task No.	Task	On The Job	Classroom	Individual	Rating (optional) 1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.
	30.								
	31.								
	32.								
	33.								
	34.								
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	47.								
	48.								
	49.								
	50.								
	51.								
	52.								
	53.								
	54.								
	55.								
	56.	Quality of work							
	57.	Attitude toward work							
	58.	Personal appearance							
	59.	Human relations							
	60.	Dependability							

	Length of Training		
	From		
Training Sponsor	To		Teacher Coordinator

STATE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION

COOPERATIVE EDUCATION

TRAINING PROGRAM

JOB RECORD

TYPE OF COOPERATIVE PROGRAM: ☐ BOE ☐ DE/M ☐ CVHE ☐ ICE ☐ VAOT

NAME _____ TRAINING STATION _____

TYPE OF TRAINING _____ WEEK _____ (1st, 2nd etc.) DATE _____

JOB EXPERIENCE	M	T	W	Th	F	S	S	Weeks Hours Per Job	Accumulated Hours Per Job	Total Hours Per Job
TOTAL										

SALARY PER HOUR FOR WEEK $_____ TOTAL HOURS FOR WEEK _____
TOTAL ACCUMULATED HOURS (ALL JOBS) _____

SALARY PER WEEK.....$ _____ (Include withholdings, bonus and also commission)

ACCUMULATED SALARY.....$ _____

TOTAL SALARY TO DATE.....$ _____

NOTE: In the squares following each job experience complete the time as follows: Ex. - 1 1/4; 1 1/2; 1 3/4
SAMPLE ONLY - To be prepared by each teacher-coordinator

13-002-DX3
ev. 7-12-79

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

PROGRAM ENROLLMENT FORM (CHECK ONE) SECONDARY___ APPRENTICE___ LONG-TERM ADULT___ SHORT-TERM ADULT___

Please read instructions carefully before completing this form

School Name _____ Location _____

Program Name _____ Teacher Name _____

Teacher Social Security # _____ (28-36)

Number of Students Enrolled in Program _____ Date _____

FOR STATE OFFICE USE ONLY

Batch No. _____ (1-3)

School Code _____ (4-12)

Level ___ (13) Div _____ (14-15)

Program Code _____ (16-19)

Contract No. _____ (20-22) Page No. _____ (23-27)

	Student Name										Special Needs							Short Term Adult Only	
											Handicaps (See IEP)								
	1st Initial	2nd Initial	Last Name (Print or Type)	Social Security Number	Occupational Objective Code	Sex M or F	Age	Grade Level	Vocational Class Level	Race	First	Second	Third	Fourth	CETA	LEP	Econ or Acad Dis.	Enrollment Code	Comp Code
	37	38	39 - 48	49 - 57	58 - 63	64	65-66	67-68	69	70	71	72	73	74	75	76	77	78	79
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
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16																			
17																			
18																			
19																			
20																			

WHITE AND YELLOW COPY – CONTACT PERSON, BLUE COPY – INSTRUCTOR

57-V

COL. 67-68 (GRADE LEVEL)

CODE HIGH SCHOOL STUDENTS

09 Freshman
10 Sophomore
11 Junior
12 Senior

LONG-TERM ADULT PROGRAMS
(500 Contact hours or more)

CODE FIRST YEAR ADULTS

13 enrolled 3 hrs. or less per day
14 enrolled more than 3 hrs. per day

CODE SECOND YEAR ADULTS

23 enrolled 3 hrs. or less per day
24 enrolled more than 3 hrs. per day

CODE OTHER ADULT PROGRAMS

15 Short-Term Adult
(less than 500 contact hours)

16 Apprentice
(regardless of contact hours)

COL. 69 (VOCATIONAL CLASS LEVEL)--SECONDARY PROGRAMS ONLY

Use 1, 2, 3 or 4 to indicate, according to curriculum content, the vocational class level in which the student is enrolled

COL. 70 (RACE)

CODE

0 American Indian
1 Black
2 Hispanic
3 White
4 Asian American or Pacific Islander

COL. 71-74 (HANDICAP)

CODE

0 Not Handicapped
1 Mentally Retarded
2 Hard of Hearing
3 Deaf
4 Speech Impaired
5 Visually Handicapped
6 Seriously Emotionally Disturbed
7 Orthopedically Impaired
8 Other Health Impaired
9 Specific Learning Disability
A Deaf/Blind

COL. 75 (CETA)

CODE

0 Not CETA client
1 CETA client

COL. 76 (LIMITED ENGLISH PROFICIENCY

CODE

0 Not Limited in English Proficiency
1 Limited English Proficiency

COL. 77 (DISADVANTAGED)

CODE

0 Neither Economically nor Academically Disadvantaged
1 Economically Disadvantaged
2 Academically Disadvantaged
3 Both Economically and Academically Disadvantaged

SHORT-TERM ADULT ONLY

COL. 78 (ENROLLMENT CODE)

CODE

1 Self-improvemement for present job
2 Personal enjoyment
3 Earn extra money on a part-time basis
4 To prepare for a new or different job
5 Save on home or family expenses

COL. 79 (COMPLETION CODE)

CODE

1 Completed course
2 Dropped to accept new employment in the field for which trained
3 Dropped after achieving personal objective
4 Dropped for lack of interest
5 Dropped for other reasons not specified above (e.g., unforseen circumstances, illness, family commitments, etc.)

REFER TO GUIDEBOOK FOR OPERATIONAL DEFINITIONS AND DOCUMENTATION PROCEDURES

13-004-S
Rev. 07-30-79

Vo-Tech Student Accounting System
Student Information Sheet
FOR TEACHER'S FILES ONLY

Student's Name _____

Student's Social Security No. _____

ENROLLMENT INFORMATION
(Update each year the student is enrolled)

Enrollment Status	Notes	*Completion Status Occupational Programs Only	Coop Training Station
19__19__ (Freshman) Occ. Obj. _____ Voc. Class Level _____			
19__19__ (Sophomore) Occ. Obj. _____ Voc. Class Level _____			
19__19__(Jr. or 1st Year Adult) Occ. Obj. _____ Voc. Class Level _____		___Completed ___Completed 50% or more ___Completed less than 50% ___Transferred to _____ ___Continuing in Program as a Senior or Second-Year Adult	
19__19__(Sr. or 2nd Year Adult) Occ. Obj. _____ Voc. Class Level _____		___Completed ___Completed 50% or more ___Completed less than 50% ___Transferred to _____	

STUDENT INFORMATION

Birthdate _____ Sex _____ Race _____ Phone _____

Permanent Address _____ City _____

Name and Address of Parent or Guardian _____

Name and Address of Relative or Close Friend _____

*Required for only 11th and 12th graders and adults--see back page for required follow-up data

59-V

SPECIAL NEEDS INFORMATION

____ Handicapped:

____ Mentally Retarded
____ Hard of Hearing
____ Deaf
____ Speech Impaired
____ Visually Handicapped
____ Seriously Emotionally Disturbed
____ Orthopedically Impaired
____ Other Health Impaired
____ Specific Learning Disability
____ Deaf/Blind

____ Limited English Proficiency ____ Disadvantaged: ____ Economic ____ Academic	Related Documentation:

FOLLOW-UP DATA—Record the educational and/or employment status as of April 1, one year after the student completes or leaves the program (exclude all transfers). Follow-up data is required for 11th and 12th graders and adults enrolled in OCCUPATIONAL PROGRAMS ONLY.

Date: April 1, 19____

1. Current educational status (check one)

   ____ Currently attending school
   ____ Not currently attending school

2. Current employment status (check one)

   ____ Employed full-time (civilian)
   ____ Employed full-time (military)
   ____ Unemployed (seeking employment)
   ____ Not in labor force

3. Employment information for students working full-time (military and civilian)

   Name of Company or Firm _____

   Company or Firm Mailing Address _____

   City _____ State _____ Zip Code _____

   Name of Immediate Supervisor _____

4. Student's Job Title _____

5. Job Duties _____

   _____

6. Is this job related to the student's vocational field of training?

   ____ Yes, it is directly or closely related.
   ____ No, it is only remotely related or is not related at all.

7. Current Salary _____ per (___ hour) (___ week) (___ month) (___ year)

8. The salary is based on _____ hours per week employment.

61-V

Hour: 1 2 3
DE II III
M F

DISTRIBUTIVE EDUCATION
Coordination Records

Grade _____

Name _____ Soc. Sec. _____ Phone _____

Address _____ Age _____ Date of Birth _____

Parent's Name _____ Parent's Employer _____

Your Training Station _____ Manager _____

Address _____ Phone _____

Period	Subject	Teacher	Room
1			
2			
3			
4			
5			
6			

Occupational Objective: _____

Work Schedule

Sun. _____ Fri. _____

Mon. _____ Sat. _____

Tues. _____

Wed. _____

Thurs. _____

120

TRAINING STATION VISITS

First Semester	Second Semester

Total Hours Worked _____

Ave. Rate Per Hour _____

Total Wages _____

	Class	Job
1st		
2nd		
Semester		

	Class	Job
1st		
2nd		
Semester		

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COORDINATION SUMMARY CHART
Prepared by

CLASS: Cooperative Office Educ. TEACHER: Ms. Wright DIVISION: Business and Office Educ.

STUDENT'S NAME	TRAINING STATION	INDIVIDUAL CONTACTED	Placement Date	1	2	3	4	5	6	7	8	9	0	A	B	C	D	E	MISC.
1. Kelly W.	Crescent Center	Joe B.	8/28	✓	✓														
2. Cindy L.	Beaver's Ready-to-Wear	Carol C.	7/14	✓	✓			✓											
3. Jack F.	McElroy's	Gene J.	8/16	✓	✓						✓								
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			
15.																			

KEY:
1--Placement Forms
2--Develop Training Plans
3--Check Student Progress
4--Resource Materials
5--Training Plan/Wages-Hours Report
6--Public Relations
7--Seek Advice
8--Independent Study Materials
9--Evaluation
0--Problem Solving/Counseling
A--Survey of Training Stations/Jobs
B--Discuss Student's Work in Class
C--Club Activities
D--Dad/Mom/Guardian/Home Visit
E--Extend Your Knowledge of World of Work

COORDINATION SUMMARY CHART

Prepared by

_____

_____

CLASS: _____ TEACHER: _____ DIVISION: _____

STUDENT'S NAME	TRAINING STATION	INDIVIDUAL CONTACTED	Placement Date	1	2	3	4	5	6	7	8	9	0	A	B	C	D	E	MISC.
1.																			
2.																			
3.																			
4.																			
5.																			
6.																			
7.																			
8.																			
9.																			
10.																			
11.																			
12.																			
13.																			
14.																			
15.																			

KEY:
1--Placement Forms
2--Develop Training Plans
3--Check Student Progress
4--Resource Materials
5--Training Plan/Wages-Hours Report
6--Public Relations
7--Seek Advice
8--Independent Study Materials
9--Evaluation
0--Problem Solving/Counseling
A--Survey of Training Stations/Jobs
B--Discuss Student's Work in Class
C--Club Activities
D--Dad/Mom/Guardian/Home Visit
E--Extend Your Knowledge of World of Work

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VI

ADVISORY COMMITTEE

Advisory committees play a vital role in the success of cooperative vocational education programs. They are strictly advisory in nature. The members' responsibilities are to listen, react, suggest, and recommend. Each member should be included in the original action plan and should not be expected to endorse a preconceived plan or program.

Rules and regulations for administering local advisory councils as printed in the Federal Register, Vol. 42, No. 191, Section 104.11-12 are given below.

LOCAL ADVISORY COUNCILS

104.111 Establishment of local advisory councils.

(a) Each eligible recipient (that is, each local educational agency or post-secondary educational institution which receives Federal assistance under the Act) shall establish a local advisory council on vocational education.

(b) The local advisory council may be established for:

(1) Program areas;
(2) Schools;
(3) The community; or
(4) The region in which the eligible recipient is located.

(c) The local advisory council shall be composed of representatives of the general public including at least a representative of:

(1) Business;
(2) Industry; and
(3) Labor.

(Sec. 105 (g) (1); 20 U.S.C. 2305.)

(d) Each eligible recipient shall establish a local advisory council which has an appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program areas, schools, community, or region which the local advisory council serves.

(e) An eligible recipient may form a local advisory council composed of representatives from several craft committees, or representatives of several school councils, having the requisite representation in paragraph (c) of this section.

(Implements Sec. 105(g) (1); 20 U.S.C. 2305.)

§ 104.112 Duties of local advisory councils.

(a) The local advisory council shall advise the eligible recipient on:

(1) Current job needs; and
(2) The relevance of programs (courses) being offered by the local educational agency or postsecondary educational agency in meeting current job needs.

(Sec. 105(g) (1); 20 U.S.C. 2305.)

(b) The local advisory council shall consult with the eligible recipient in developing its application to the State board.

(Sec. 106(a) (4) (A); 20 U.S.C. 2306.)

Standard Seven of the Minimum Standards for Vocational Education Programs in Oklahoma states:

Each vocational program shall have a formally organized program advisory committee which is broadly representative of the **school** community and of the **business** and industrial community which it serves. **Each local program** shall maintain on file a listing of the names and occupations of the advisory committee members and the minutes of each meeting.

The **local advisory council** which is required by P.L. 94-482 is the responsibility of the local school. The **program advisory committee** is the responsibility of the local teacher-coordinator for that program.

COMPOSITION OF ADVISORY COMMITTEE

1. Size/membership

   (NOTE: Since program advisory committees sometimes function as the local advisory council, the following information conforms to **recommended** by-laws **suggested** by the Oklahoma State Advisory Council on Vocational Education as published in *Guidelines for Local Advisory Councils on Vocational-Technical Education Public Law 94-482.*)

   a. Consist of five to eleven members

   b. Composed of representatives from business, industry, labor, and the public with an appropriate number of men and women who are knowledgeable about the poor, disadvantaged, gifted, sex discrimination, and sex-stereotyping in job training and employment

      (NOTE: See "Representatives from Employing Community," page 11-VI.)

   c. Include parents of students, officers of student organization, and professional resource persons (doctors, lawyers, bankers, ministers)

      (NOTE: See "Invitation to Serve on Advisory Committee," page 13-VI.)

   d. Include superintendent of local school, member of local school board, supervisor/principal, or director of occupational education within the local school system as ex-officio members

   e. Select chairperson, vice chairperson, and secretary

      (NOTE: Chairperson would serve on all-school advisory council.)

2. Terms

   a. Appoint original members for one-, two-, and three-year terms

      (NOTE: This allows one-third of the membership to be replaced each year. See "Letter to New Members" on page 15-VI.)

   b. Appoint original industry representatives for two- or three-year terms

   c. Provide for vacancies to be filled by alternates

3. Qualifications

   (NOTE: Committee membership may be representative of ethnic groups, educational backgrounds, geographical areas of larger school districts, various religious groups, age groups, and both sexes.)

   a. Possess knowledge and experience related to occupations served by program

      (NOTE: Program advisory committees may include representatives from Vocational Rehabilitation Service, State Employment Service, and CETA Sponsors, if possible.)

b. Have time, ability, and willingness to serve

c. Be able to express self emphatically and tactfully

d. Be able to compromise, cooperate, and coordinate

e. Represent important aspects of local society

4. Constraints

a. No administrative, policy-forming, or operational powers are to be exercised by an advisory committee or its individual members

(NOTE: Advisory committees serve as an information and supportive base upon which a quality cooperative vocational education program can be built. Craft committees will limit its activities to program-related matters.)

b. No individual member's opinion should be quoted or acknowledged as committee decision until adopted by the committee as a whole

c. No advisory committee as a whole shall endorse or campaign for or against candidates in a school board election

d. No advisory committee action shall be taken concerning the employment, dismissal, promotion, or transfer of individual school employees

e. Rules can be amended by simple majority

f. Quoruom consists of simple majority

g. Robert's Rules of Order shall be followed at meetings

(NOTE: If a formal constitution or charter exists, its by-laws may be amended by two-thirds vote after being proposed by the executive board and after having been distributed to membership fifteen days in advance of meeting where action is taken.)

TECHNIQUES TO USE IN ORIGINAL COMMITTEE MEETING

1. Plan informal organizational meeting for mid-October

   (NOTE: This meeting could be held away from school or in your department, according to committee members' suggestions, time requirements, and local circumstances.)

   Examples: Brunch, lunch, dinner, refreshments

2. Prepare fact sheets to present to committee

   Examples:
   - Committee purposes, functions, benefits
   - Outline of course of study
   - Outline of student organization's program of work
   - List of training stations
   - Names of training sponsors
   - Shop layout and equipment list

3. Prepare temporary chairperson for first meeting (if coordinator is not chairing the meeting)

   Example:
   - Discuss information sheets
   - Provide agenda (page 17-VI)
   - Volunteer to serve as secretary for committee
   - Review Advisory Committee POWER Checklist (page 19-VI)

4. Take less than 20 minutes for teacher-coordinator's presentation at the first meeting

   (NOTE: Limit meeting time to one and one-half hour.)

5. Ask committee members to report on a particular topic at next meeting

   (NOTE: Individual members should choose, or be assigned, an aspect of the program which relates to their interest or expertise. See Sample Advisory Committee Input Roster, page 21-VI.)

6. Schedule second meeting for mid-November

   (NOTE: If this is a newly established committee, the group should meet within 30-60 days after the organizational meeting.)

7. Schedule third meeting for mid-February

   (NOTE: Every committee member should have an assigned task to perform at each meeting.)

TECHNIQUES TO USE IN SUBSEQUENT COMMITTEE MEETINGS

1. Schedule at least one committee meeting each semester

   Examples: Mid-October and mid-February

   (NOTE: State advisory council recommends monthly meetings with no less than six meetings per year at a time selected in advance by the membership.)

2. Prepare yourself, your chairperson, and members for each meeting

   (NOTE: Carefully plan a program and the purposes for each meeting using the "Advisory Committee POWER Checklist." See page 19-VI.)

3. Organize each meeting with chairperson

   (NOTE: See "Agenda: Regular Meeting" on page 25-VI.)

4. Develop workable procedures with chairperson

5. Involve every member in activities or discussion during each meeting

   (NOTE: See "Sample Letter: Second Advisory Committee Meeting," page 23-VI.)

6. Commend advisory committee members

   Examples: Present Certificate of Appreciation (page 27-VI) at banquet or assembly
   List names on printed stationary and program brochures
   Display pictures of members in classroom or department
   Present honorary membership to student organization
   Nominate for State Advisory Council

APPENDIX

SAMPLE ROSTER

REPRESENTATIVES FROM EMPLOYING COMMUNITY

BUSINESS AND OFFICE EDUCATION:

Officer of civic or professional organizations (National Association of Secretaries)
Office manager from retailing, wholesaling, or manufacturing; financial, insurance or travel agencies; accounting, law, architecture, or real estate; doctors' clinics, hospitals, and universities

DISTRIBUTIVE EDUCATION:

Chamber of Commerce (person from Retail Merchants' Committee)
Managers from food marketing, food service, department stores, variety stores, wholesale firms, petroleum industry
Finance and credit supervisors or branch managers
Hotel/motel/lodging owner-managers
Civic organization officers
Advertising or publishing clubs or firms

HEALTH OCCUPATIONS EDUCATION:

Hospital board members, administrators, supervisors
Supervisors or personnel from various clinics, nursing homes, doctors' offices
Officers of professional organizations or boards

VOCATIONAL COOPERATIVE HOME ECONOMICS:

Food and hospitality industry managers
Child care center directors
Clothing/needle trades manager
Home furnishings manager
Nursing home supervisors

INTERDISCIPLINARY COOPERATIVE EDUCATION:

Chamber of Commerce officer or board member
Technical trade occupations supervisor
Agricultural related business or farm manager
Office occupations manager
Sales related business manager
Health and related services administrator or supervisor
Child care and other home economics related occupational managers

VOCATIONAL AGRICULTURE OCCUPATIONAL TRAINING:

Chamber of Commerce (person from Agriculture Committee)
Farm implement dealer
Irrigation equipment dealer
Processing plant manager or supervisor
Livestock sales manager
Feedlot manager
Veterinarian clinic personnel
Grain elevator manager
Farm supply store manager/tack shop manager
Dairy worker
Soil Conservation Service or ASCS office manager
Farm land bank officer
County agent
Officers of farmer organizations or cooperatives

SAMPLE LETTER

INVITATION TO SERVE ON ADVISORY COMMITTEE

LETTERHEAD STATIONERY FROM SUPERINTENDENT'S OFFICE OF LOCAL DISTRICT

September 15, 19___

B. Successful
Wright Shop
Convenient Shopping Center
Yourtown, USA 00000

Dear (full name):

(Your) high school is expanding its curriculum to include cooperative education. (title of program) is a program of instruction involving on-the-job training and related classroom instruction needed for employment in today's labor market. Occupational training appears to be desirable in the following areas: (names of jobs for which students will receive training).

A local advisory committee is needed to help determine the abilities and skills students will need for employment. Your advice will be valuable concerning the best way to fit this program into our curriculum and how it can best serve our community. The advisory committee will be composed of persons interested in providing our students with realistic and practical training.

Because of your background, experience, and knowledge of (business, industry, or trade), you are invited to serve as a member of this committee. We sincerely hope you will serve in this capacity. Your services to this committee will not require a great deal of your time since the committee will meet only (number) times during this school term. (name of teacher-coordinator), (title of program) teacher-coordinator, will contact you concerning the committee's activities.

Sincerely,

Do Moore, Superintendent
Local School District

SAMPLE LETTER

LETTER TO NEW MEMBERS

LETTERHEAD STATIONERY FROM SUPERINTENDENT'S OFFICE OF LOCAL DISTRICT

September 25, 19___

B. Successful
Wright Shop
Convenient Shopping Center
Yourtown, USA 00000

Dear (full name):

The (name of school) Board of Education takes great pleasure in welcoming you as a member of our working team. Your appointment to serve a (number) -year term was approved by the board at its (month) meeting.

The (program) teacher-coordinator, (name) , has provided some materials which describe the local program. You might want to examine these materials prior to the first committee meeting. The (program) Advisory Committee will meet at (specific street address--directions to location--map) at (specific time, day of week, and date) . An agenda is enclosed.

Thank you for joining other business, industrial, and community leaders of (Yourtown, USA) who have become members of our advisory committee. The following persons will also be serving on the (program) advisory committee: (names, titles, firm or agency representing) .

Please feel free to call upon me if I can be of service to you. We will carefully consider any suggestions or recommendations which might be forthcoming from the advisory committee's deliberations.

Sincerely,

Do Moore, Superintendent
Local School District

Enclosure

AGENDA
ORIGINAL MEETING
Yourtown, USA 00000
October 14, 19___
7:30-9:00 P.M.

I. Introductory Remarks----------(15 minutes)

Ice breaker; introduce self, school officials, members

II. Overview of Program----------(One hour)

Teacher-coordinator gives course outline, purposes, plans, and procedures (20 minutes)

Student organization officer gives fact sheet or presentation of program of work (5-10 minutes)

State supervisor or teacher-coordinator gives unique characteristics of program (10 minutes)

Student leads tour of equipment and facilities (10 minutes)

III. Committee Advance----------(15 minutes)

Elect chairperson, vice-chairperson, secretary

Distribute guidelines, purposes, charter, membership certificates

Set time, place, purpose of next meeting

IV. Adjourn----------(5 minutes)

V. Refreshments

ADVISORY COMMITTEE P O W E R CHECKLIST

P--PREPARATION

_____Contact members two weeks prior to meeting
_____Confirm reservations for meeting place, speakers, etc.
_____Prepare agenda identifying topics and persons responsible
_____Arrange for any equipment or materials needed
_____Prepare or secure progress reports
_____Mail minutes of last meeting to members
_____Call members on day of meeting

O--ORGANIZATION

_____Arrive 15 minutes early to distribute agendas, etc.
_____Be prepared to call meeting to order on time
_____Collect written copies of committee reports
_____Anticipate responses by "knowing" your committee
_____Finalize plans for next meeting

W--WORKABLE

_____Does everyone know what their job is?
_____Did everyone report on the status of their project?
_____Were previous recommendations implemented or evaluated?
_____Were all areas of program addressed by various members of the committee?
_____Were consultants, guests, speakers introduced properly?
_____Did everyone understand information presented?
_____Were only relevant issues discussed?
_____Were discussions summarized and committee action taken?
_____Are minutes being recorded and filed?

E--EVALUATION

_____Did the meeting begin on time?
_____Did the committee adjourn on time?
_____Did the committee meeting specifically accomplish something, solve a problem, or assign the matter to someone for study with a time set for reporting back to the group?
_____Did the committee "chew the fat"?
_____Was everyone involved?
_____ Are minutes being filed for future reference and legal documentation?

R--RECREATION OR RECOGNITION

_____Refreshments or meal preceded or followed meeting
_____Tours of school facilities or industries were conducted periodically
_____Certificates, public assembly recognition of member, and/or news coverage of performance was accomplished

SAMPLE

ADVISORY COMMITTEE INPUT ROSTER

COMMITTEE MEMBER	PRESENTS IDEAS ON:
Parent	Student recruitment and selection
Professional group representative	Public relations improvement
President of student organization	Materials and equipment
Chamber of Commerce representative	Student recognition and program of work
School board member	Training station selection and evaluation
Industry representative	Training standards (student training plans)
Industry representative	Curriculum design and content
Industry representative	Occupational needs assessment
Industry representative	Contributions/donations/scholarships
Principal or counselor	Physical facility coordinator (committee meeting place arrangements)

(CAUTION: The above subcommittee assignments were made arbitrarily and serve only as an indication of how individual members can be encouraged to explore different aspects of the program. Careful evaluation of local needs and individual members by the advisory committee chairperson and the local teacher-coordinator would result in a viable committee organization.)

SAMPLE LETTER

SECOND ADVISORY COMMITTEE MEETING

USE CURRENT HIGH SCHOOL (DEPARTMENTAL) STATIONERY

January 22, 19___

B. Successful
Wright Shop
Convenient Shopping Center
Yourtown, USA 00000

Dear Bea:

Thank you for your suggestion that we include discussion of trade journal articles in our classroom presentations. We appreciate the fine materials you have made available to our students.

Enclosed is a copy of the minutes from our last committee meeting which was held October 14, 19--. Notice that we plan to meet in the classroom at the high school for our spring semester meeting which is to be held Thursday, February 11, at 7:30 p.m.

You might want to preview the information sheets which you received at our last meeting. The enclosed agenda includes time allotted for questions or suggestions which you might have concerning those information sheets.

Since the committee will be considering "Training Station Selection and Development," your chairperson, Mr. Alright, asked me to remind the members to jot down any recommendations they might have. Your ideas will be most helpful in matching prospective enrollees with appropriate training stations.

Mr. Goodfellow has invited the committee to adjourn to the bank's conference room for refreshments following the meeting.

We hope to see you at 7:30 p.m., Thursday, February 11 .

Sincerely,

Coordinator's Name
Advisory Committee Secretary

Enclosures

AGENDA
REGULAR MEETING
Yourtown, USA
February 11, 19___
7:30-9:00 P.M.

I. Introductory Remarks----------(5 minutes)

Ice Breaker
Purpose of Meeting
Announcements (next meeting's time, place, purpose)

II. Minutes of Previous Meeting----------(5 minutes)

Overview of last meeting

III. Unfinished Business----------Overview of Program----------(15 minutes)

Group and individual study materials
Placement of students
Projects undertaken

IV. Priorities----------One of the following----------(35 minutes)

Training Station Selection Criteria
Student Selection Criteria
Student Organization Projects or Functions
Committee's Response to Program Overview
Training Plan Development

V. Program Feature----------(15 minutes)

Students present opening/closing ceremony, club business procedures, emblem, creed, motto, projects
Committee tours training station
Preview films, materials, equipment
Students demonstrate job skills acquired

VI. Announcements/Adjournment----------(5 minutes)

Give time, place, purpose of next meeting

Certificate of Appreciation

This is to Certify That

_____

is hereby recognized by State Department of Vocational and Technical Education as having faithfully, unselfishly and creditably participated on the **Advisory Committee** *for the Program of*_____*for the year 19*____*to19*____*. As evidence this certificate is granted this*_____*day of*_____*19*_____.

OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION

_____

Dr. Francis Tuttle, State Director

_____

Superintendent

_____

Teacher-Coordinator

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5. *Guidelines for Local Advisory Councils on Vocational-Technical Education.* Oklahoma City, Oklahoma: State Advisory Council on Vocational Education.